DOCUMENT RESUME

ED 188 052 CG 014 446

AUTHOR Resnik, Henry S.; And Others
TITLE Taking Risks: Activities and Materials for Teaching About Alcohol, Other Drugs, and Traffic Safety. Book 1, Elementary Level (Grades 3 and 5).
INSTITUTION California State Dept. of Education, Sacramento.
SPONS AGENCY California State Office of Traffic Safety, Sacramento.
PUB DATE 79
NOTE 142p.; For related document see CG 014 447.
AVAILABLE FROM Publication Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Alcohol Education; *Child Responsibility; *Decision Making; *Drug Education; Elementary Education; Family Influence; Grade 3; Grade 5; Humanistic Education; Peer Influence; *Risk; Teaching Guides; *Traffic Safety

ABSTRACT

This guide is designed to help teachers instruct students in the areas of alcohol, drugs and traffic safety. It consists of two units targeted to third-grade students and the other to fifth-grade students. Each unit can be used over a two-week period. The lesson plans and related materials focus on helping students gain insight into factors that influence choices related to alcohol and drug usage and traffic safety, and to make responsible decisions that will help them lead safer, healthier lives. Follow-up activities for individual and group projects are also provided. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188052

HARD COPY NOT AVAILABLE

TAKING RISKS

Activities and Materials for Teaching About Alcohol, Other Drugs, and Traffic Safety

Book I — Elementary Level

(Grades 3 and 5)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG 014446

MAY 1980 $2.00

This publication, which was produced with funds made available by the California Office of Traffic Safety, was published by the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

Printed by the Office of State Printing and distributed under the provisions of the Library Distribution Act, 1979

Persons wishing to purchase additional copies of this book may do so by sending $2 (plus sales tax for California residents) to Publications Sales, California State Department of Education, P.O. Box 271, Sacramento CA 95802. A companion document, *Taking Risks,* Book I—Elementary Level, is also available for $2, plus sales tax for California residents.

A list of other publications available from the Department, *Selected Publications of the California State Department of Education,* may be obtained free by writing to the Publications Sales office.

FOREWORD

Young people today can scarcely avoid taking risks. Merely growing up in our complex society involves a variety of risks with which young people must learn to deal. Three of the most serious trouble areas — alcohol, other drugs, and traffic safety — are the principal focus of the two volumes of *Taking Risks*, developed by the Department of Education's School Health Program and Traffic Safety units.

What do young people need to know about risk taking? They need to be able to recognize when a situation actually involves a risk. Thus, *Taking Risks* provides specific information about the misuse of alcohol and other drugs and potentially dangerous traffic situations. They also need to know how to make decisions in relation to possible risks. *Taking Risks* gives students an opportunity to practice decision making without incurring actual dangers.

We cannot possibly insulate our children from all danger, of course. Many situations involving risks may even have potentially beneficial results. Thus, learning how to cope with potential risks is an important part of growing up and accepting responsibility. *Taking Risks* is designed to help our youth become more competent and responsible adults.

Superintendent of Public Instruction

PREFACE

The two volumes of *Taking Risks* represent a collaborative effort of the Department of Education's School Health Program and Traffic Safety units. The collaboration of these two components within the Department underscores the interdisciplinary nature of all school efforts aimed at personal and social development, critical areas of the curriculum for which new practical materials and ideas are always needed. It is a collaboration that has brought together many closely related concepts and goals identified in both the *California Traffic Safety Education Task Force Report* (1977) and the *Health Instruction Framework for California Public Schools* (1978), adopted by the State Board of Education in 1977. And it is a collaboration that has focused continually on the development of practical knowledge and useful skills at the classroom level.

Taking Risks involves an unusual approach to classroom activities focusing on alcohol, other drugs, and traffic safety. Although many materials in this field include techniques emphasizing affective learning, *Taking Risks* differs from most materials that are currently available in that its primary emphasis is on risk taking as a normal aspect of everyday living with which students must learn to deal. Thus, all the learning activities in *Taking Risks* are aimed at enhancing the students' awareness of when they are taking risks and how to make decisions about the risks they take. Throughout, the teacher and the students are encouraged to share in a mutual process of insight and discovery.

Taking Risks is designed to require a minimum of preparation and training, and teachers may use these materials in many different ways. Some teachers may choose to follow the explicit, step-by-step instructions for each lesson and activity. Others may wish to use parts of various *Taking Risks* units, to modify materials for use at different grade levels, or to develop entirely new activities based on the themes and concepts they find in these pages.

Regardless of how teachers use these materials, *Taking Risks* is designed to help them enrich the curriculum at many different grade levels. It is also designed to help foster the development of responsible decisions among today's youth.

Davis W. Campbell
Deputy Superintendent for Programs

Rex C. Fortune
Associate Superintendent for
Secondary Education Programs

J. William May
Assistant Superintendent; and
Director, Office of Curriculum Services

Mitchell Voydat
Assistant Director
Office of Curriculum Services

ACKNOWLEDGMENTS

This publication was developed by the California State Department of Education as a cooperative endeavor by the School Health Program, Em Riggs, Manager, and the Traffic Safety Unit, Leroy Georges, Manager. The project was coordinated by Robert Ryan, Consultant, School Health Program, and Frank G. Bennett, Consultant, Traffic Safety Unit.

Henry S. Resnik was the principal writer. Additional writing assistance was provided by Claudette Inge, August Scornienchi, and Stanley Shalit of the Office of the Alameda County Superintendent of Schools.

Aleta Argibrite
Platt Ranch Elementary School
Los Angeles Unified School District

Beverly Berkstresser
Vista Nueva Continuation High School
Grant Joint Union High School District
Sacramento

Bill Bishoff
Probation Department
Fresno

Glenn Braaten
Blythe Street School
Los Angeles Unified School District

Doug Butcher
Department of Alcohol and Drug Abuse
Sacramento

William Cole
Dept. of Health and Safety Studies
California State University, LA

Gus Dalis
Curriculum and Instructional Services
Office of the Los Angeles County
Superintendent of Schools

Ernie D'Angelo
Roseville Area Youth Services
Roseville

Ernestine Dunnett
Delta High School
River Delta Unified School District
Rio Vista

Fred English
Driver Instruction Section
Los Angeles Unified School District

Dan Flaherty
School Traffic and Safety
Education Section
Los Angeles Unified School District

Peter Frank
Office of the San Diego County
Superintendent of Schools

Emily Garfield
JGM Associates, Inc.
Stanford

Louis Grubb
Norte Vista High School
Alvord Unified School District

Bob Hamilton
Ripon High School
Ripon Unified School District

Wayne Hansen
Alcoholism Services
County of San Luis Obispo

Norman Haukaas
Balboa High School
San Francisco Unified School District

Sandi Holtzendorf
Area L Administrative Office
Los Angeles Unified School District

Roberta Hooker
Hillsdale Elementary School
Rio Linda Union Elementary
School District

Judith Kehoe
Balboa High School
San Francisco Unified School District

Jerry Kurilich
School Traffic and Safety
Education Section
Los Angeles Unified School District

Russ LoBue
State Department of Health
Sacramento

Charlie Matus
Sacramento City Unified
School District

Edessic V. McClendon
Rio Tierra Junior High School
Grant Joint Union High School District
Sacramento

Jeff McDaniel
Drug Abuse Coordination Program
Santa Clara County

Donna Mitchell
Comprehensive Driving Under
the Influence Counseling Center
Sacramento County

Margaret Nicholes
Capistrano Avenue Elementary School
Los Angeles Unified School District

Delores Nonella
Orenda Center
Santa Rosa

Al O'Connor
California Highway Patrol
Sacramento

Robert Perussina
Driver Education
San Francisco Unified School District

Debra Potts
Fern Bacon Junior High School
Sacramento City Unified
School District

Doris Prince
Office of the Santa Clara County
Superintendent of Schools
San Jose

Marilyn Rodriguez
Platt Ranch Elementary School
Los Angeles Unified School District

Marilyn Sabin
Office of Traffic Safety
Sacramento

Oliver Woodworth
East Side Union High School District
San Jose

CONTENTS

Foreword	iii
Preface	v
Acknowledgments	vi
About *Taking Risks*	vii
Organization and Structure	ix
The Theme of *Taking Risks*	x
How to Use *Taking Risks*	xi
Preparation	xi
Format	xi
Lesson Plans	xi
Classroom Atmosphere	xii
Related Curriculum Areas	xii
Unit I — Grade 3	1
Unit II — Grade 5	37

ABOUT *TAKING RISKS*

The experiences of the last decade demonstrate that one of the least successful strategies for getting young people to avoid drug use and similar forms of high-risk behavior is telling them how dangerous drugs are or how much they will be hurt if they take a particular risk. Young people grow up in an environment in which the use of a wide variety of drugs and the taking of many other risks are accepted, condoned, and often encouraged.

Nicotine is one example of a potentially dangerous drug that is accepted or used by the majority of Americans, despite warnings from the Surgeon General and the ban of cigarette advertising on television. Alcohol is even more widely accepted, and yet it is a drug that can cause immeasurable harm. Considering the easy availability of so many different kinds of drugs, it is not surprising that surveys of drug use among American youth indicate that the majority experiment with a variety of drugs, particularly alcohol, at increasingly early ages.

One of the main premises of this book is that risk-taking behavior is normal among youth. It is a way of testing one's limits and establishing one's place among one's peers and in society. Risk taking cannot and should not be prevented. Serious trouble as a result of risk-taking behavior can be prevented, however, when individuals take "educated" risks based on accurate information and an insight into how people make choices about the risks they take. This involves the ability to determine when a particular action does or does not involve a risk. It also requires an understanding of the basic steps in decision making. Both are major goals of *Taking Risks*.

It should be noted that while the normality of risk-taking behavior is acknowledged in *Taking Risks*, taking dangerous risks is not condoned, and the materials are not designed to be used to teach students "how to take risks." Rather, the ultimate goal of *Taking Risks* is to facilitate clear, critical thinking and decision making about whether one will take a risk or not. In each unit emphasis is also placed on the fact that risks may have either positive or negative consequences. The risk of drinking excessively, for example, clearly involves possible negative consequences. Trying out for a school athletic team, on the other hand, involves the risk that one may not make the team — yet the possible outcomes are essentially positive.

The elementary and secondary schools are logical places for young people to acquire common sense about alcohol, other drugs, and traffic safety, all of which are critical elements in risk taking among youth; but the schools have had very little impact on the problem. One reason for this is that teachers have not had the kinds of materials and curriculum aids that will help them to make the best use of the little time they can afford to spend on the subject. *Taking Risks* is designed to help remedy that situation. The book is designed to be used with a minimum of preparation and training. It consists of two units, one aimed primarily at students in Grade 3 and the other aimed primarily at students in Grade 5.* Each unit is designed to be used over a period of two weeks, and, with few exceptions, the complete lesson plans and all the materials needed for instruction are included herein. Many of the pages are designed to be copied for use by students in the classroom. The book also provides follow-up activities for individual and group projects.

*Books 1 and 2 of *Taking Risks* cover four grade/age levels (early childhood, preadolescent, adolescent, and young adult) identified in the *Health Instruction Framework for California Public Schools*, adopted by the State Board of Education in 1977. These levels also correspond to the target populations identified by the California Traffic Safety Education Task Force in its 1977 report. Although each unit is targeted at a specific grade level, teachers may wish to use activities designed for one grade level with students at a higher or lower level. The activities may also be modified to meet students' particular needs or skills.

The book includes:

- ☐ Two completely structured two-week units focusing on risk taking in relation to alcohol, other drugs, and traffic safety — one for Grade 3 and one for Grade 5
- ☐ Most of the materials that will be needed to complete each of the units
- ☐ An approach in which alcohol, other drugs, and traffic safety are viewed as part of a spectrum of real-life risk factors with which all students must learn to deal, beginning at an age before they can seriously hurt themselves and other people

Using these materials, students will:

- ☐ Gain insight into factors that influence their choices in relation to potentially dangerous situations involving alcohol, other drugs, and traffic safety.
- ☐ Learn how to recognize when particular decisions may lead to dangerous or harmful consequences; i.e., involve risks.
- ☐ Learn basic decision-making steps in relation to risk situations.
- ☐ Be prepared to make better decisions and choices that will help them to lead safer and healthier lives.

When young people are finally confronted with decisions about whether to use alcohol or other drugs, or to do anything else that could be dangerous to themselves or others, the choice will be theirs alone. Although the use of this book cannot guarantee that they will make the wisest choices, it can help them learn to accept the responsibility.

ORGANIZATION AND STRUCTURE

Taking Risks is a series of four units designed for four different grade levels, two of which are represented in this book. All four units have a common theme. Teachers and students who use *Taking Risks* should clearly understand this theme, since it is the unifying element for the series of units and within each unit. The theme is presented on page x in a form appropriate to students in Grades 3 and 5.

Teachers should introduce the theme before they begin a *Taking Risks* unit. Introductory activities in which the theme is incorporated can be found on pages 2-3 for Unit I and on pages 38-39 for Unit II.

Most of the activities in *Taking Risks* focus on aspects of the central theme of risk taking in relation to alcohol, other drugs, and traffic safety. The activities are arranged in a structure that encourages students to explore four primary factors that influence people's choices in potentially risky or dangerous situations. These influencing factors are critical to an understanding of why people make the choices they make. The four influencing factors are the following:

- ☐ Family. Particularly among students in Grades 3 and 5, the influence of family is still strong, and most younger students' values and choices are still shaped by the family.
- ☐ Peers. Among students in Grades 3 and 5, peer influence is usually beginning to rival the influence of the family.
- ☐ Advertising. In most students' lives advertising, particularly television advertising, has a powerful effect that the students may not fully realize or acknowledge.
- ☐ Laws. Students in Grades 3 or 5 may not be aware of the "letter of the law," but they are constantly affected by informal or unwritten laws devised by people in positions of authority at home or in school.

The teacher should note that the four influencing factors highlighted in these pages are not the only factors that influence students' decisions, choices, and values. In specific situations other factors not emphasized here may also be important. Self-concept, religion, and personal needs for affection or respect, for example, may at times outweigh the influence of other factors. Thus, while in *Taking Risks* emphasis is placed on the influence of family, peers, advertising, and laws in risk-taking situations, opportunities should be provided for discussion of other factors that may also affect students' decisions and choices.

THE THEME OF *TAKING RISKS*

Whenever you do something that might lead to your getting hurt or someone else's getting hurt, you are taking a risk. Taking a risk is the same as taking a chance. You (or someone else) might get hurt when you take a risk, but if you're lucky and if you know what you're doing, you will not get hurt.

People take risks every day without even thinking about it. Most people don't think that they might get hurt when they go for a ride in a car, but cars can be very dangerous. Even crossing the street can be risky — a driver of a car might not see you and might hit you. You take a risk when you ride a bicycle — the bicycle could fall or hit something in the road. Even playing a game can be risky. And think of all the children who have ended up with broken arms when they took the risk of climbing a tree!

Some risks may not lead to your body being hurt. If you answer a question in class, you take the risk that the answer might be wrong, and your feelings could be hurt. Some risks may not lead to any hurt at all. Think how good you feel when you have the *right* answer to a question in class.

People take all kinds of risks — big ones and little ones — every day of their lives. Over the next two weeks, you are going to be talking a lot in class about taking risks. The basic goal of this unit is to help you learn when and why you take risks and when not to take risks. By learning about taking risks, you may be able to avoid getting hurt.

HOW TO USE *TAKING RISKS*

Taking Risks does not require weeks of inservice training to be used effectively in the classroom. *Taking Risks* can even be modified to fit a variety of teaching styles. The main commitment that *Taking Risks* requires of the teacher is agreement with the premise that engaging in risk-taking behavior is a matter of individual choice. This book is based on the belief that young people cannot be told what choices to make or what risks not to take; they can only be helped to make good and healthy choices.

Preparation

Before using *Taking Risks*, teachers should:

- ☐ Read the entire book carefully, and familiarize themselves with its contents.
- ☐ Decide which parts of the two instructional units they wish to use, which ones they may want to modify, and which lessons or activities recommended for one grade level they may wish to try with another grade level.
- ☐ Make note of any copying, pasting, or other preparation of materials that will be necessary before beginning each activity. The materials needed for each activity are described in the directions for the activity.

Format

Each two-week unit in *Taking Risks* consists of the following components:

- ☐ Recommended schedule
- ☐ Introductory activities
- ☐ Core activities focusing on the four influencing factors described on page ix
- ☐ Closure activities
- ☐ Work sheets designed to be copied and distributed to the entire class
- ☐ Materials sheets that may be copied, colored, or cut out, depending on the specific instructions, and saved for repeated or related activities

Note: At the end of the unit, the students will have the opportunity to share with their parents what they have learned. In most cases the instructions contain a specific recommendation that the teacher collect student work sheets and questionnaires in order to save them for the students to show their parents later.

Lesson Plans

Each lesson in *Taking Risks* begins with specific instructions. In most cases these are based on the assumption that the classroom is a teacher-centered environment in which the teacher leads and directs the students' learning, while at the same time encouraging open discussion and independent work.

The following components are found in each set of instructions:

- ☐ **Purpose.** A brief statement of the purpose of the lesson.
- ☐ **Objectives.** These include both teaching objectives and student learning objectives. Many teaching objectives are to be pursued for the entire unit and are not repeated in each statement of objectives. These include:
  - •Making the activity stimulating and enjoyable
  - •Increasing the students' understanding of the topic in any way possible, even if it is not mentioned explicitly in the instructions
  - •Involving all the students in the activity and encouraging participation whenever possible

- Assessing, through informal discussion or written quizzes, the students' comprehension of key words and concepts

Note: All student learning objectives are stated in general terms. Since students' abilities and the classroom climate will vary greatly from one classroom and one school to another, the teacher is encouraged to develop his or her own specific, observable, and measurable objectives for each lesson in accordance with the more general objectives in the lesson plans.

- ☐ **Materials.** The materials for the activity, including work sheets, materials sheets, and questionnaires, are found on the pages immediately following the instructions.
- ☐ **Warm-up.** A brief warm-up activity is included as a way of "shifting gears" and getting students oriented to the lesson. Warm-up activities should be done at a fast pace.
- ☐ **Directions for Main Activity.** Step-by-step directions are provided for the main activity, including suggested time limits.
- ☐ **Advance Planning.** This is usually an informal homework assignment that prepares the students to think about the following day's lesson.
- ☐ **For Discussion.** This is the only component without a time limit. The teacher may introduce the question in any number of ways. The question could be a topic for the students to think about during a brief silent period, with or without a follow-up discussion.

Note that all components of the day's lesson except for the main activity are optional. Most lessons, therefore, could vary in length from about 20 minutes to as much as 35 to 40 minutes, depending on the students' interest level. Also note that the directions are often written in the form of direct quotations. These may be read aloud or paraphrased, depending on the teacher's preference.

Classroom Atmosphere

Taking Risks does not contain solemn preaching about alcohol, other drugs, and traffic safety. Instead, the activities are designed to encourage an atmosphere of inquiry and discovery. In some cases the activities may touch on areas that are sensitive for some students. Therefore, the teacher should stress a tactful, accepting, and nonjudgmental classroom atmosphere. The activities in *Taking Risks* rarely have right or wrong answers — their main objective is to provide students with information and insights that will be useful in their lives. The teacher should also note that all discussions and/or written activities introduced as part of a *Taking Risks* unit must be used in compliance with Section 60650 of the Education Code. This section requires parental permission for student participation in tests, questionnaires, or surveys dealing with the pupil's and/or his or her parents' personal beliefs or practices in relation to sex, family life, morality, and religion.

Related Curriculum Areas

Frequently the activities in *Taking Risks* involve development of communication skills — particularly reading, writing, spelling, and oral communication — in addition to the specific content of the activity. Other aspects of the curriculum, such as art and social studies, are also involved where appropriate.

SCHEDULE: UNIT I (GRADE 3)

First day:	Different Kinds of Risks
Second day:	What Makes People Take Risks?
Third day:	It's Okay with My Parents
Fourth day:	Safe or Dangerous?
Fifth day:	My Friends and I
Sixth day:	What Will Happen?
Seventh day:	Hidden Messages
Eighth day:	Messages That Mean Safety or Danger
Ninth day:	Laws That Help People
Tenth day:	What Risks Did They Take?

1ST DAY

DIFFERENT KINDS OF RISKS

Purpose

To introduce the concept of risk taking and the basic goal of the unit

Objectives

Teacher*

- ☐ Introduce the unit in a way that will interest the students in pursuing the activities.
- ☐ Through class discussion, assess the students' comprehension of the concept of risk taking and the basic goal of the unit.

Students**

- ☐ Through class discussion demonstrate comprehension of the concept of risk taking and the basic goal of the unit.

Materials

Copies of the unit theme page (page x) and Materials Sheet 1

---

*This is the teacher's personal objective for each lesson.

**It is understood that the teacher will quantify the student learning objectives in measurable terms that are appropriate to his or her class.

Warm-up (5 minutes)

Ask the students, "Who can give me an example of something dangerous?" Allow time for brainstorming (presentation of numerous ideas without criticism or judgment), and write examples on the chalkboard. Encourage variety in student responses.

Directions for Main Activity

1. (10 minutes)
Explain that the class is starting a unit on taking risks, especially risks that involve some of the dangerous things that students have to learn to deal with as they grow up today. Read aloud or paraphrase the unit theme (page x). Alternative: Make copies of page x for the entire class, and use it as the subject for a reading lesson. Through class discussion assess the students' comprehension of the concept of risk taking and the basic goal of the unit.

2. (10 minutes)
Hand out copies of Materials Sheet 1, or display it by using a visual aid. For each separate drawing on the materials sheet, discuss the possible risks that might be involved. Discussion may be done in small groups, with subsequent sharing in the large group.

Advance Planning (3 minutes)

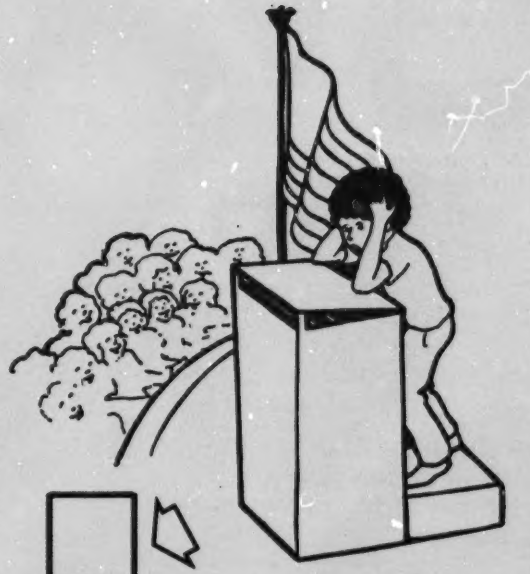
Ask the students to think about anything that has happened to them during the day and about which they had a choice. Through discussion assess the students' comprehension of the concept of choice. Ask for a few examples of situations in which individual students might have chosen to do something or not do it today. Then ask the students to think about events between now and tomorrow's lesson and to note situations in which they did or did not have a choice.

For Discussion

"Why do people take risks?"

1ST DAY

MATERIALS SHEET 1 Risks



Answers:
- Drowning
- Drugs
- Traffic
- Losing
- Injury
- Afraid

2ND DAY

WHAT MAKES PEOPLE TAKE RISKS?

Purpose

To introduce the four influencing factors on which the subsequent activities are based

Objectives

Teacher

☐ Encourage the students to think about situations in which they have choices and to consider the factors that influence their choices.

Students

☐ Apply to real-life situations the four influencing factors identified in the unit.

Materials

Copies of Work Sheet 1

Warm-up (2 minutes)

Ask the students, "Who *had* to do something today? Anything at all?" Accept three or four responses.

Then rephrase the question by saying, "Who *made somebody* in this class do something today, and what was it?" Accept three or four more answers. The point should clearly emerge that all of us have to do things every day that we do not want to do and that we have little or no choice about.

Directions for Main Activity

1. (10 minutes)

Explain that you are going to write some words on the chalkboard and that for each group of words you want the students to think about things they have to do in relation to the words. Do they have choices about these things? Use the following phrases, and/or take a few extra minutes to ask the students for additional suggestions.

☐ Cleaning my room
☐ Who my parents are
☐ Where I live
☐ What I eat
☐ My name
☐ Who my friends are
☐ When it's light or dark

2. (10 minutes)

Ask for a volunteer to paraphrase the basic theme of the unit in a few words (see page x) — for example, "People should learn when and why they take risks and when not to take risks." Explain that risk taking is almost always a voluntary action; i.e., people *choose* to take risks. Explain that one of the main purposes of the unit is to provide some understanding about different things in life that "make" people take risks. Four main factors have been identified. Write each one on the chalkboard as you introduce it. Give a brief explanation, as in the following examples:

☐ Family. "This is probably the most important for people your age."
☐ Friends. "Most people want to be like, or be accepted by, their friends. Often we do things that our friends also do."
☐ Advertising. "Advertisements, especially the commercials you see on television, make you want to buy things or do things or behave in certain ways — or even be like the people in the ads."
☐ Laws. "We all have to obey the law, so most of us are affected by laws whether we like it or not."

Ask for any questions about the four factors. Discuss. Give the students an opportunity to suggest other factors that may also be important. Examples: feelings, "myself," religion, television. Make it clear, however, that these four are generally considered the four most important.

3. (10 minutes)

Hand out Work Sheet 1. Explain that the Work Sheet has a list of a variety of things about which people either have choices or do not have choices. There are four columns of factors and an alternative "other" listed. Ask various students to read the items on the list aloud. Then have each student mark the box representing the factor that is most likely to apply to himself or herself. If the student believes that none of the factors is appropriate, a mark should be placed in the corresponding box in the "no choice" column. After the work sheets have been completed, discuss the answers. Explain to the students that they will have an opportunity at the end of the unit to share their work with their parents. Collect the work sheets and keep them.

2ND DAY

Advance Planning (1 minute)

Ask the students, "What are some of your favorite things to eat and drink? What makes you like those things?" Explain that families have different tastes in foods and beverages and that the class will talk more about this during tomorrow's lesson.

For Discussion

"Can you make other people do things? Who? How?"

Notes

2ND DAY

WORK SHEET 1

My Choices

Which one made me choose . . .?
Check the box.

	FRIENDS	FAMILY	ADVER-TISING	LAWS	OTHER	NO CHOICE
1. What I ate for breakfast	☐	☐	☐	☐	☐	☐
2. Who my parents are	☐	☐	☐	☐	☐	☐
3. Whether I came to school or not	☐	☐	☐	☐	☐	☐
4. Who I sit next to in class	☐	☐	☐	☐	☐	☐
5. Who I play with at recess	☐	☐	☐	☐	☐	☐
6. What I do in the classroom	☐	☐	☐	☐	☐	☐
7. The things I have fun doing all day	☐	☐	☐	☐	☐	☐
8. What I want to be when I grow up	☐	☐	☐	☐	☐	☐
9. The kinds of clothes I wear	☐	☐	☐	☐	☐	☐
10. My favorite make of car (if I have one)	☐	☐	☐	☐	☐	☐
11. When I cross the street	☐	☐	☐	☐	☐	☐
12. The way I spent the last money I had	☐	☐	☐	☐	☐	☐
13. The way I would spend $5.00 if I had it	☐	☐	☐	☐	☐	☐
14. The kinds of people I like	☐	☐	☐	☐	☐	☐
15. The toothpaste I like	☐	☐	☐	☐	☐	☐

3RD DAY

IT'S OKAY WITH MY PARENTS

Purposes

To encourage the students to recognize their family's influences on their attitudes and behavior and to understand differences between their families and the families of other students

Objectives

Teacher

- ☐ Maintain an atmosphere in which cultural and family differences are accepted and respected.
- ☐ Encourage students to compare their own family patterns and tastes with those of students from other families.

Students

- ☐ Define ways in which the behavior and attitudes of families differ.

Materials

Copies of Work Sheet 2

Warm-up (3 minutes)

Ask the students, "Who remembers a really delicious meal at someone's house? Your house or someone else's?" Ask for volunteers to describe the meal. Give an example yourself if necessary.

Directions for Main Activity

1. (5 minutes)
Explain that different families in different parts of the world eat different kinds of foods. Write the names of several nationalities or ethnic groups on the chalkboard, and ask for suggestions about the varieties of international foods.

Examples:

- ☐ Italian: spaghetti, pizza
- ☐ Chinese: egg rolls, chop suey
- ☐ Irish: potatoes, stew
- ☐ American: hamburgers, hot dogs
- ☐ Mexican: tacos, tostadas, tortillas

Related activity: After the lesson is completed, have the students develop a "foods bulletin board" by cutting pictures of foods out of old magazines.

2. (5-7 minutes)
Tell the students, "Families differ not just in the kinds of foods that they like. Some families have very different attitudes about drinking alcoholic beverages like wine, beer, and whiskey. In some families all the people who are old enough to drink alcoholic beverages are *abstainers*. That means they will not drink any alcoholic beverage. In other families most of the adults will drink alcohol occasionally, or even drink wine at every meal. Why do you think families differ in their attitudes toward alcoholic beverages?" Encourage discussion and suggest answers such as religious factors, family traditions, and concern for health. Explain that drinking alcoholic beverages is forbidden in some religions but that in other religions small amounts of wine are drunk in church as part of the religious ceremony.

3. (5 minutes)
Ask the students, "Why is it sometimes risky to drink something with alcohol in it?" Encourage students to give answers that focus on different situations such as drinking and driving a car, getting drunk at a party, drinking alone, and hurting oneself. Probe with questions such as, "What happens to a person when he or she drinks too much? How does such a person behave? Have you ever seen someone who was drunk?"

4. (10 minutes)
Hand out Work Sheet 2. Explain that the work sheet contains a list of several things that might be risky and that parents may or may not let their young children do. The students may complete the work sheet in writing or use it to make notes for discussion, working either individually or in small groups. In the large group compare and contrast family differences within the class, and encourage the students to think of other people their age whose families differ in interesting ways. After the discussion collect the work sheets and keep them.

3RD DAY

Advance Planning (3 minutes)

Tell the students, "Tomorrow we're going to be talking about things that people usually think of as being safe but might be dangerous in certain situations. One example would be taking an aspirin. If you take too many aspirins at one time, you can get very sick. Between now and tomorrow's lesson, think about some more examples."

For Discussion

"Often people may think that something is bad for them, but they'll do it anyway. Why do you think people would do something that they *know* is bad for them?"

Notes

3RD DAY

WORK SHEET 2 It's Okay with My Parents

How do your parents feel about letting you do the following things? Do these involve risks? If so, what kinds of risks? You may write down some of your ideas about the questions in each column next to each item.

	Risk involved (If none, write "none.")	Rules my family has about this
Watching TV		
Eating between meals		
Riding my bike		
Crossing streets by myself		
Playing with my friends		
Fastening my seat belt in the car		
Swimming		
Staying up late		

4TH DAY

SAFE OR DANGEROUS?

Purpose

To encourage students to examine the potential risks in everyday situations that may not ordinarily be considered dangerous

Objectives

Teacher

- ☐ Present a variety of situations in such a way that the students will, through discussion and discovery, gain insight into the risks involved.

Students

- ☐ Describe the risks inherent in a variety of situations that are not normally considered dangerous.

Materials

Copies of Materials Sheet 2

Warm-up (3 minutes)

Tell the students, "We talked yesterday about how families have different ways of doing things. These included different foods that families eat and different risks that parents let their children take. What are some other things that you do (or don't do) because your family does them (or avoids them)?"

Directions for Main Activity

1. (10 minutes)
Tell the students, "One of the most important things we're learning in this unit is that different factors make us take risks. The family is one of these factors. It's important for people to understand *why* they take risks, but they also need to know *when* a situation might be risky. A two-year-old running out into the middle of a street usually has no idea of how dangerous this can be. At the end of yesterday's lesson, we talked about how something like taking an aspirin, which is supposed to make people feel better, can be dangerous too — if you take too many at one time. I'm going to write on the board the names of some things that can be either safe or dangerous, depending on how we use them or what we do in relation to them." List the following items on the chalkboard, stopping to discuss the safe and dangerous aspects of each one.

- ☐ Taking an aspirin
- ☐ Drinking an alcoholic beverage
- ☐ Driving a car
- ☐ Riding a motorcycle
- ☐ Crossing a busy street

Note the possible positive and negative consequences of each action. For example, taking an aspirin can make one feel better; taking too many aspirins can make one sick. Drinking an alcoholic beverage can be a pleasant way of enjoying a meal or a party; drinking too much of an alcoholic beverage can make one sick or can lead to an automobile accident.

2. (10 minutes)
Hand out copies of Materials Sheet 2, or display it by using a visual aid. For each separate drawing on the materials sheet, discuss both the safe and the dangerous alternatives that are suggested by the drawing. Note: The drawings allow a wide variety of interpretations. Discussion may be done in small groups, with subsequent sharing in the large group.

For Discussion

"What do you think life would be like if people never took any risks at all?"

4TH DAY

MATERIALS SHEET 2 Safe or Dangerous?

SAFE	DANGEROUS	SAFE	DANGEROUS	SAFE	DANGEROUS

SAFE	DANGEROUS	SAFE	DANGEROUS	SAFE	DANGEROUS

34 35

5TH DAY

MY FRIENDS AND I

Purpose

To play a game that simulates a real-life situation in which the individual student has a choice between taking a risk or not taking a risk

Objectives

Teacher

- ☐ Communicate the instructions on how to play "Risky" so that the students clearly understand them.
- ☐ Emphasize that one can win or lose the game either by taking risks or not taking risks.

Students

- ☐ Describe the ways in which they, in situations with their friends, can win or lose by either taking risks or not taking risks.

Materials

Copies of Materials Sheets 3, 4, 5, and 7; Work Sheet 3; and paste and scissors. Note: The number of copies the teacher makes will depend on whether the class plays the game in a single large group or in smaller groups. Also, the teacher may want to take time before the lesson to make copies of Materials Sheet 5 and paste them on cardboard so that they become reusable cards. Read the instructions for this lesson carefully before deciding whether to introduce the game as a large-group, teacher-led activity or a small-group, independent activity.

Warm-up (3 minutes)

Ask the students, "How many of you have ever done something dangerous or risky when you were with a group of friends?" Discuss.

Then tell the students, "People your age are usually just starting to be independent of their parents and to do lots of things by themselves. Often one way of feeling grown up is to do something exciting or dangerous or risky. And most people your age don't do these kinds of things alone — you tend to do them with other people your same age. Today we're going to play a game called 'Risky' that will be very much like a real situation in which you have a choice about whether you do something dangerous or not and whether or not you want to take chances to impress your friends or be one of the group." Explain that some of the materials for the game will be made by students during class.

Directions for Main Activity

1. (10 minutes)
(Note: The following instructions are for large-group, teacher-led play only. For small-group, student-led play, see Instruction 4.) Hand out a copy of Materials Sheets 3 and 4 and Work Sheet 3 to each student. The two materials sheets are the materials for each student's individual game board. The game board is made by cutting out all 20 circles on Materials Sheet 4 and pasting any *six* of them in the boxes on Materials Sheet 3, the game board. Students must paste the circles, one at a time, *without reading them*, in order to make a "fair" game board. The game boards may be made more durable by pasting Materials Sheet 3 on pieces of cardboard.

2. (3 minutes)
Instruct every student to make a marker for his or her gameboard, either by using a coin or by cutting out a square of paper. Explain that the object of the game is to get to the "Finish" line first. "In order to get there you have to decide whether you want to take certain risks or not. I'm going to read the situation, and you can say 'yes' or 'no' to taking risk. If you say 'yes,' I'm going to choose one of the consequence cards from this pile (indicate the consequence cards cut out from Materials Sheet 5). If you say 'no', then you automatically move forward only one space. 'No' means you always advance only one space regardless of any information marked on the space. If you take the risks and answer 'yes,' you might win the game very fast, or you might be sent all the way back to the beginning." Offer clarification if necessary. Then explain that each student should write his or her name on top of Work Sheet 3. This sheet will be a record of all the moves made by the student on his or her individual game board so that the winner's moves can be checked for accuracy. Explain that each time a student makes a choice, he or she should enter the choice on Work Sheet 3 and also keep a record of the number of spaces he or she moved forward or backward. Offer clarification if necessary.

3. (15-20 minutes)
Prepare for the first game by shuffling the consequence cards and stacking them. Begin the game by reading any item on Materials Sheet 6. Then tell the students to mark their choice on their choice sheets. Read the top card from the pile of consequence cards; after reading the card, place it face down at the bottom of the deck. Continue through the list of situations until one of the students wins. Double-check the student's claim to winning by referring to his or her choice sheet.

4. (15-20 minutes)
For small-group play give each group a copy of Materials Sheets 4 and 6, and tell the students how to prepare the consequence cards for play. One member of the group will lead by reading each situation to the rest of the group.

5. (15-20 minutes)
Give the students time to think of new situations for Materials Sheet 6. Continue to play the game if the students are sufficiently motivated.

6. (2 minutes)
Collect all the materials.

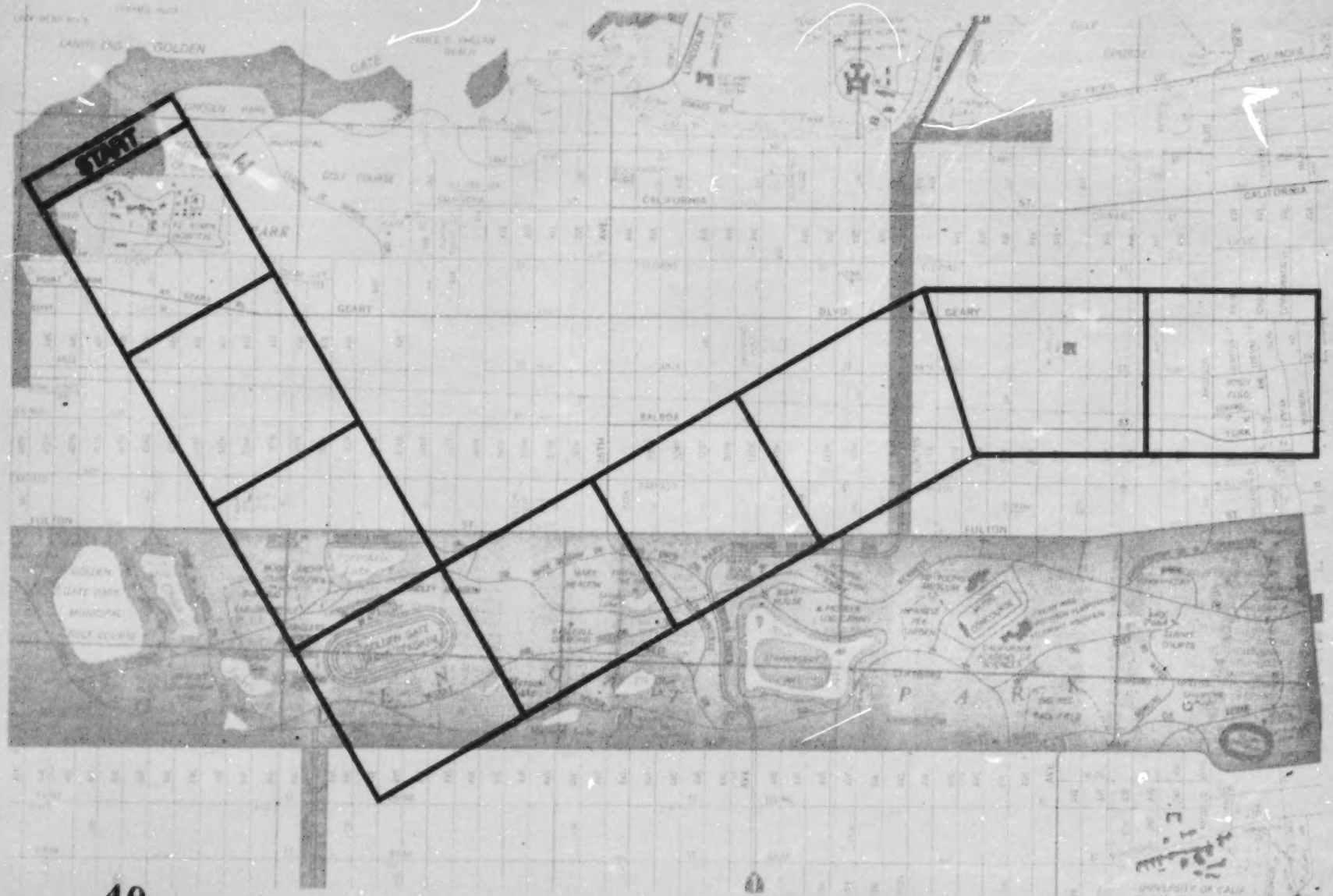
For Discussion

"Who seemed to win the game more often — the people who took risks or the people who played it safe? To what extent is this true to life?"

Notes

5TH DAY

MATERIALS SHEET 3 "Risky" Game Board



Basic map reproduced by permission of the California State Automobile Association, copyright owner.

5TH DAY

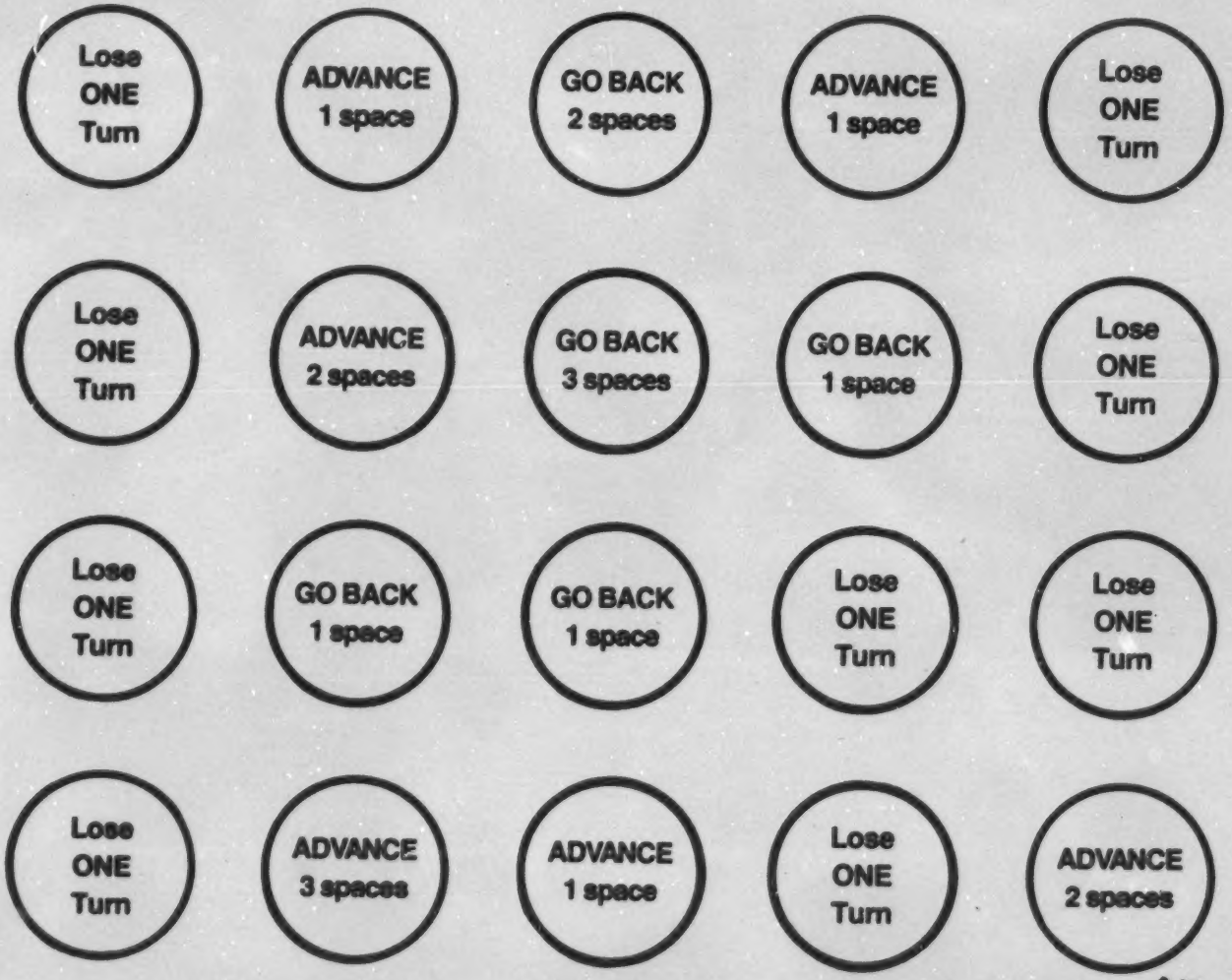
MATERIALS SHEET 3 "Risky" Game Board

Basic map reproduced by permission of the California State Automobile Association, copyright owner.

5TH DAY

MATERIALS SHEET 4 "Risky" Game Board Circles

Cut out and paste any six circles on the game board. Choose the six circles without reading them.



MATERIALS SHEET 5 "Risky" Game Board Consequence Cards

Now you're sorry. Go back one space.	Your parents are angry. Go back one space.	You end up in the hospital. Go back three spaces.	Your parents are very angry. Go back two spaces.
Whoops! Go back one space.	You made it! Advance one space.	You'll live, but that was dumb! Go back two spaces.	Very clumsy. Go back two spaces.
You just scraped by. Advance two spaces.	You feel terrible. Go back three spaces.	You'd better see a doctor. Go back three spaces.	You made it! Advance one space.
You made it! Advance two spaces.	You made it! Advance three spaces.	You sprained your arm. Go back one space.	The police are after you. Go back three spaces.

5TH DAY

WORK SHEET 3 Choice Record Sheet

Name _____

	YES (number of spaces)	NO (number of spaces)		YES (number of spaces)	NO (number of spaces)		YES (number of spaces)	NO (number of spaces)		YES (number of spaces)	NO (number of spaces)
1			1			1			1		
2			2			2			2		
3			3			3			3		
4			4			4			4		
5			5			5			5		
6			6			6			6		
7			7			7			7		
8			8			8			8		
9			9			9			9		
10			10			10			10		
11			11			11			11		
12			12			12			12		
13			13			13			13		
14			14			14			14		
15			15			15			15		
16			16			16			16		
17			17			17			17		
18			18			18			18		
19			19			19			19		
20			20			20			20		
21			21			21			21		
22			22			22			22		
23			23			23			23		
24			24			24			24		
25			25			25			25		
26			26			26			26		
27			27			27			27		
28			28			28			28		

18

19

5TH DAY

MATERIALS SHEET 6 Situations

1. You find a bottle of pills in the school cafeteria, and a friend dares you to take one of them. Do you take it?

2. All the other kids are riding their bikes back and forth over the train tracks — and you can hear the train coming. Do you ride with them?

3. Your best friend shows you a cigarette he found. He asks you to smoke it with him. Do you?

4. Another kid is swinging really high in the playground and dares you to swing higher. Do you?

5. Some older kids offer you and your friend a beer. Do you take it?

6. A group of your friends invites you to sneak out at night and go walking in the spooky woods with them. Do you go?

7. You see a new kid in school walking down the hall, and you'd sort of like to meet him. Do you say hello?

8. Your friend dares you to run across a crowded freeway. Do you?

9. Your friend tells you he's found the steepest hill in town and asks if you'll go skateboarding with him there. Do you go?

10. It's summertime and a friend asks you to swim across a lake to an island. Do you go along?

11. The P.E. teacher asks you if you're interested in trying out for the baseball team. A lot of your friends are on the team, and you'd like to do it, but you're not sure you'll make it. Do you try out?

12. Your big brother offers you a ride on his motorcycle, but he doesn't have a helmet. Do you go?

13. Several friends of yours decide to jump from a high bridge into a river — the bridge is about as high as a second-floor window. Do you go with them?

14. Some of your friends have decided to go into a house that they say is haunted. Do you go with them?

15. When you get into the car with your mom to go to the store, she tells you that you can either use the seat belt or not, but you know you would be safer if you use it. Do you take the "easy" way and not use it?

16. You're up in the mountains. The only good hill for sledding is full of skiers going very fast. Do you go sledding anyway?

17. You've never been on a roller coaster before, and your best friend asks if you want to go along. Do you go?

18. This year for the first time you're big enough to ride the scariest ride in the amusement park. Do you go?

19. A much older kid has been picking on one of your best friends, and your friend asks if you'll help him fight the big kid. Do you help?

20. Some of your friends have found a steep cliff that they want to climb. Do you go with them?

6TH DAY

WHAT WILL HAPPEN?

Purpose

To provide practice in the use of a process for examining the consequences of risk-taking behavior

Objectives

Teacher

- ☐ Encourage the students to examine the consequences of specific risks without your judging the quality of the risk itself; i.e., without attempting to persuade the students that the risk should or should not be taken.

Students

- ☐ Examine the consequences of several different specific risk-taking situations.

Materials

Copies of Work Sheet 4

Warm-up (5 minutes)

Tell the students, "We've spent the last five days discussing risks and risk taking. What are some of the most important things that you've learned during this time?" Encourage the students to discuss the topics and issues, but also allow for spontaneous responses.

Directions for Main Activity

1. (10 minutes)
If the ideas presented during the first five days have not been adequately reviewed during the warm-up, remind the students about the basic goal of the unit (see page x and the first day's lesson), the four influencing factors, and major points that have emerged in discussions. Then tell the students, "We've talked about when some things can be risky, and we've talked about things that make people take risks and behave in certain ways. Today we're going to look at a way of knowing when a risk might be worth taking or not. There are two main things that people need to think about when they know that something they want to do might involve a risk. First, they need to figure out what might happen if they take the risk. Things that happen as the result of something you do are called *consequences*. Before taking a risk, you need to examine all the consequences you can think of. After you've done that, the next step is to think about whether there is anything you can do to make the situation safer. Then you can decide whether or not to take the risk.

"Let's look at one very simple example: crossing a busy street. This is a risky situation, since cars on a busy street can be dangerous. What might be the consequences of crossing the street?" Note students' responses on the chalkboard. "What would be the consequences of *not* crossing the street? Let's say that your mother sends you on an errand, and you need to get across this street to reach the store." Note students' responses on the chalkboard. "Now, is there anything you can do to make the situation safer?" Encourage answers that focus on safety measures such as carefully looking all ways, waiting until there is less traffic, and crossing at traffic signals.

2. (10-15 minutes)
Hand out Work Sheet 4. The students may complete the work sheet in writing or use it to make notes for discussion, working either individually or in small groups. Encourage students to make up risk situations of their own. Suggest the following situations to students who are unable to think of any:

- ☐ Running down the hall in school
- ☐ Taking one puff from a teenager's cigarette
- ☐ Running a race with someone who is much older and taller than you are
- ☐ Getting home late when your parent said you had to be home by a certain time

After everyone has had sufficient time to complete the work sheet, allow time for sharing and discussion. Collect the work sheets.

Advance Planning (3 minutes)

Ask the students if they know what an advertisement is. After assessing through discussion the students' comprehension of the concept of an advertisement, ask, "Where do we see advertisements?" Encourage a variety of answers. Tell the students that the class will be talking about advertisements tomorrow and that everyone should try to find at least one magazine or newspaper advertisement to bring to class. Each student may bring as many as he or she wants, but at least one advertisement should show a picture of someone that the student likes or wants to be like.

6TH DAY

For Discussion

"Now that you've learned some ways to think about the consequences of risks, when do you think you might think about the consequences, and when do you think you might go ahead and take the risk without much thought? Describe specific kinds of situations."

Notes

6TH DAY

WORK SHEET 4 What Will Happen?

Will I take the risk?

Situation:

Ways of making the situation safer:

Consequences:

Yes | No

Is it worth it?

7TH DAY

HIDDEN MESSAGES

Purpose

To develop the students' ability to examine advertising intelligently and critically

Objectives

Teacher

- ☐ Foster critical analysis of the contents of advertisements, and yet encourage students to discover the "hidden messages" that advertisements contain.

Students

- ☐ Analyze, in addition to explicit messages about products, the various messages that advertisements contain.

Materials

Copies of Work Sheet 5, scissors, paste, and old magazines or newspapers

Warm-up (3 minutes)

Tell the students, "Since we're going to be looking at advertisements from magazines and newspapers today, let's talk for a moment about advertisements on television. That's probably where you see most of the ads you see. Does anybody here have a favorite TV commercial? What do you like about it?" Allow time for discussion. Then tell the students, "Almost everybody can remember one or more TV commercials that he or she has seen. Commercials and advertisements send out very powerful messages that we don't quickly forget. That's what they're made for — the people who make them want us to remember the names of the products so that we'll buy them long after we've seen the commercial. We've been talking about the various things that make people take risks and do many other things. Well, advertising in our society makes people do things, like buy particular products, without even thinking about the advertisement itself. Advertisements can work themselves into our memories, and we might find ourselves thinking about them long after we last saw them. Advertising is a very powerful force for making people behave in certain ways."

Directions for Main Activity

1. (5-7 minutes)
Ask for volunteers to tell the class about the advertisements they have brought to class in response to yesterday's "Advance Planning" assignment. Emphasize the kinds of people shown in the ads and why the students like these particular people. Select three or four examples. Then say, "One of the main things that advertisements do is show us pictures of things that we might like, or people we might want to be like, so that when we think of the product in the advertisement, we'll also think of the person or place, or product, that we saw in the picture." Display a colorful advertisement for cigarettes, and describe how this example shows a relationship between the beautiful scenery or attractive people and the cigarette. "In a way this advertisement is telling you that if you smoke these cigarettes, you'll feel as if you were in this beautiful scene or you'll be like this person that you like. This is a kind of 'hidden message' that advertisements can have. I want you to take some time to look at the advertisements you brought to class today and think about the different kinds of hidden messages they contain. All advertisements want you to buy the product they're advertising, of course. That's their basic message. But look for other messages."

2. (15 minutes)
Hand out Work Sheet 5, and tell the students, "This work sheet gives you a chance to say why you like the advertisement you chose and what some of its hidden messages are. Either paste the advertisement in the box on the work sheet if it's small enough or tape or paste the work sheet on the advertisement. That way they'll clearly go together. Later on, everyone will have a chance to share his or her work." Through discussion assess the students' comprehension of the work sheet instructions. The students may complete the work sheet in writing or use it to make notes for discussion, working either individually or in small groups. Allow time for the students to complete their work sheets and/or to discuss their answers in small groups. Allow time for sharing and discussion. Collect the materials.

7TH DAY

Advance Planning (3 minutes)

Tell the students, "We talked today about hidden messages in advertisements. Tomorrow we're going to talk about all kinds of different messages that can either encourage people to take risks or warn them against a risk. Before tomorrow's lesson look through newspapers and magazines, and see if you can find some messages that either encourage you to take risks or discourage you from taking risks — messages that mean either safety or danger. Try to find these messages in advertisements — they can be hidden messages, too."

For Discussion

"If you wanted to avoid all advertisements, what would you do or where would you go?"

Notes

7TH DAY

WORK SHEET 5 Advertisements and Hidden Messages

I like this advertisement because of the (check the box you agree with):

- ☐ Colors
- ☐ Pictures
- ☐ Product
- ☐ Words
- ☐ People in it
- ☐ Other

I think that a "hidden message" of this advertisement is

_____

_____

_____

_____

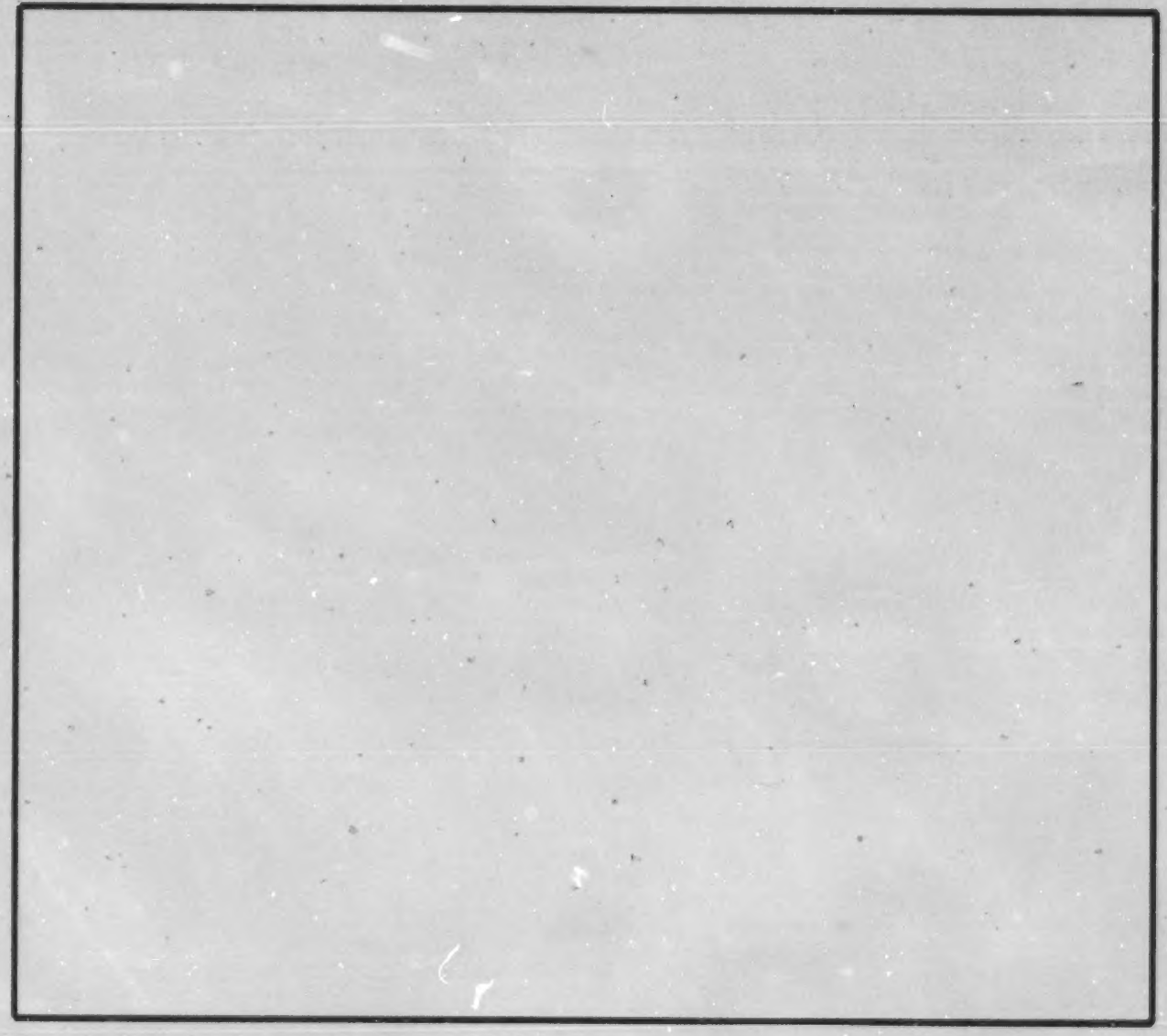
_____

_____

_____

_____

_____



8TH DAY

MESSAGES THAT MEAN SAFETY OR DANGER

Purpose

To encourage the students to distinguish between direct and indirect ("hidden") messages involving safety and danger

Objectives

Teacher

- ☐ Continue to foster critical analysis of the contents of advertisements, and emphasize distinctions between direct and indirect ("hidden") messages involving safety and danger.

Students

- ☐ Describe a variety of messages, both direct and indirect ("hidden"), involving safety and danger.

Materials

Copies of Materials Sheet 7, Work Sheet 6, scissors and paste, old magazines or newspapers, and cigarette advertisements

Warm-up (3 minutes)

Tell the students, "Yesterday we looked at hidden messages in advertisements. There are all kinds of hidden messages that we see or hear every day. I'm going to give you a hidden message with my face right now. Watch carefully." Make a very angry face, and at the same time say, "I'm very happy today. I've never felt better." Pause. "Who can tell me what hidden message my face was sending?" Encourage answers that point out the disparity between the spoken words and the "body language" of the angry expression. Ask for volunteers from the class to show their own "hidden" messages through body language. Then tell the students, "Actually the messages that we send with our body language aren't hidden at all. All you have to do is think about them, and they're just as clear as any words I'm saying."

Directions for Main Activity

1. (5 minutes)

Display a full-page cigarette advertisement showing a healthy-looking man and/or woman in an outdoor setting. Tell the students, "This advertisement contains several different messages. Let's see how many we can find. Look at the advertisement very carefully." Allow time for the students to look at the advertisement. Then make note on the chalkboard of the various kinds of messages contained in the advertisement. Examples:

- ☐ Specific words in the advertisement; i.e., direct messages.
- ☐ Beautiful, healthy people smoke these cigarettes.
- ☐ People smoke these cigarettes in beautiful places.
- ☐ Buy these cigarettes.
- ☐ Buy these cigarettes, and you will be like these beautiful, healthy people.

Wait to see if any student notices the boxed warning from the Surgeon General saying that cigarettes may be dangerous to one's health. If no one mentions this, add it to the list. Tell the students, "There are many different kinds of messages in this one advertisement. Most of them make you think that cigarette smoking involves no risk at all. But the warning label tells you very clearly that it's dangerous. What's dangerous about cigarette smoking?" Encourage answers that point out the health hazards, links with lung cancer, etc. Tell the students, "Anyone who smokes cigarettes is taking a very big risk. Cigarette smoking has been linked with thousands of deaths. But the people who made this advertisement, with its messages about both safety and danger, hope that people will be willing to take the risk."

2. (15-20 minutes)

Hand out Materials Sheet 7, Work Sheet 6, scissors, and paste. The students may work either individually or in small groups. Explain that the purpose of the work sheet is to show messages that mean either safety or danger . The students may use messages from the materials sheet, advertisements, or other materials that they have brought to class in response to yesterday's "Advance Planning" assignment. Allow time for the students to complete the work sheets and for sharing and discussion in the large group. Collect all the materials.

8TH DAY

Advance Planning (3 minutes)

Ask the students, "Who can give me an example of a law?" Allow time for students to offer a few examples. "Tomorrow we're going to be talking more about how laws affect the things we do, how they help us do some things and keep us from doing other things. I want everybody to think about laws between now and tomorrow. Try to look for situations where you think a law has an important effect on what you do."

For Discussion

"Advertisements frequently try to get people to buy things that might be bad for their health. What protection do people have against the risks that advertisements often ask them to take?"

Notes

8TH DAY

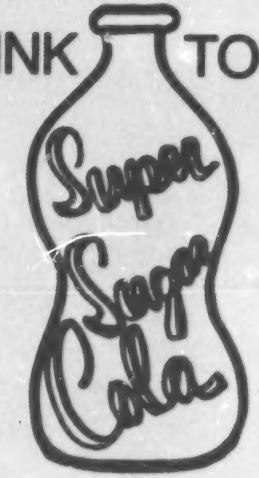
MATERIALS SHEET 7 Safety or Danger?

Cut out messages that mean either safety or danger, and paste them where they belong on Work Sheet 6.

WARNING

LIVE WIRE

DRINK TODAY



ON SALE NOW

1/2 PRICE

MAXIMUM SPEED 55

YOU GET BETTER PICTURES WITH SUPERCOLOR

ASK YOUR MOM TO BUY

FOR BREAKFAST

8TH DAY

WORK SHEET 6 Messages That Mean Safety or Danger

In the spaces below paste messages that you think mean either safety or danger. Be prepared to tell the rest of the class why you chose these messages. If you don't have room to paste your messages here, number them, and write the numbers where they belong in the columns.

Safety	Danger

8TH DAY

Notes

9TH DAY

LAWS THAT HELP PEOPLE

Purpose

To encourage the students to think about the reasons for laws within the context of health and safety

Objectives

Teacher

- ☐ Teach about laws without preaching about them.
- ☐ Help the students to arrive at their own understanding of how and why laws can help people.

Students

- ☐ Describe ways in which laws protect the health and well-being of people in our society.

Materials

Copies of Work Sheet 7

Warm-up (3 minutes)

Ask for the results of yesterday's "Advance Planning" assignment by surveying the class to find out what laws had an effect on them in the last day or so. If the students have trouble thinking of laws, encourage responses by suggesting categories such as traffic safety laws and laws governing property.

Directions for Main Activity

1. (10 minutes)
Hand out Work Sheet 7. Explain that the work sheet includes a number of common laws. Ask the students to think about whom each law was designed to protect. Allow time for students to respond to this question, working either individually or in small groups. The students may note their answers on the work sheets. Allow time for sharing and discussion.

2. (5 minutes)
Tell the students, "Often if we obey a law, we will not be able to take certain risks. Laws can prevent us from taking risks. Which of the laws on the work sheet do you think might prevent people from taking risks, and what would those risks be?" Allow time for discussion.

3. (5-7 minutes)
Point out that the work sheet contains a column headed "Most important laws." Ask the students to think about, or discuss in their small groups, which of the laws on the work sheet are the most important ones and to rank order the three most important by writing the numbers "1" through "3" in the appropriate spaces next to the laws. Allow time for completion and discussion. Collect the work sheets.

For Discussion

"Who makes laws? Why do these people make laws?"

9TH DAY

WORK SHEET 7 Laws That Help People

Law	Who was the law designed to protect?	Risk the law protects people from	Most important laws
Cross only with the "WALK" signal or the green light.			
You have to be 16 to drive.			
Bicycles should be driven in the same direction as the traffic moves.			
You have to be 21 to buy alcoholic beverages.			
You cannot buy certain medicines without a prescription.			
The speed limit on freeways is 55 miles per hour.			
Smoking is not allowed in public buildings in many cities.			
No one may trespass on private property.			
Cigarettes may not be advertised on television.			
The government must inspect and approve all food and drugs sold in stores.			
Stealing is against the law.			
All children under 16 must attend school.			

10TH DAY

WHAT RISKS DID THEY TAKE?

Purpose

To reflect informally on the preceding lessons and assess the extent to which the students have learned and understand the unit's major concepts

Objectives

Teacher

- ☐ Try to assess the strengths and weaknesses of his or her teaching of the unit as reflected in the students' responses to today's lesson.
- ☐ Leave the students with unanswered questions that might foster further learning at another time.

Students

- ☐ Demonstrate comprehension of the unit goal (page x) by discussing ways in which various risks were taken and could have been avoided.

Materials

Copies of Materials Sheet 8 and Work Sheet 8

Directions for Main Activity

1. (5 minutes)
Hand out Materials Sheet 8. Explain that the materials sheet shows different people who have had a variety of experiences that may have involved some kind of risk. Ask the students to look at the pictures in silence for a moment and think about what might have happened to each of the people in the pictures and what risk each person might have taken.

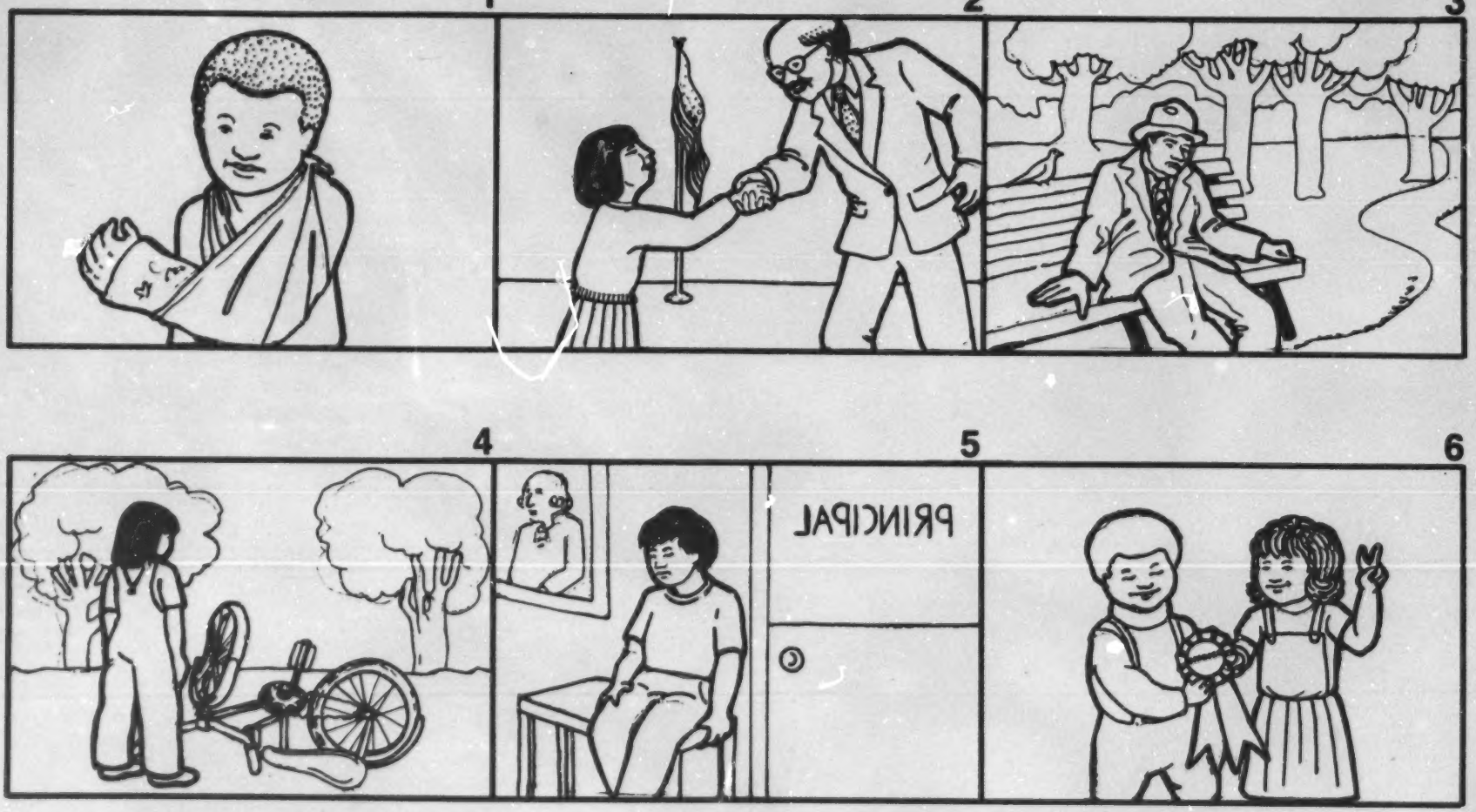
2. (15 minutes)
Taking one picture at a time, ask the students to brainstorm things that might have happened to the person and what risks the person might have taken. Write the number of each picture on the chalkboard, in turn, and keep a record of the brainstormed suggestions in two columns: "What happened" and "Risks the person took." Then ask the students to look at both the lists and think about which things could have been prevented, and how. Allow time for discussion. Note: "Positive" risks need not have been prevented.

3. (3 minutes)
Ask for volunteers to restate first the goal of the unit (page x) and then the four influencing factors featured during the unit. Summarize these on the chalkboard. Ask for volunteers to explain the connection between the goal of the unit, the influencing factors, and the situations shown on Work Sheet 8. Encourage students to give answers indicating that the negative situations on the work sheet might have been avoided if the individuals had been better prepared to think about the risks they were taking. What would have happened if the positive risks had been avoided?

4. (5 minutes)
Return all the materials collected from the students during the unit. Hand out Work Sheet 8. Explain that the work sheet offers the students an opportunity to remind themselves and to inform their families about the things they learned and thought about during the unit. Allow time for filling out the work sheet. Encourage the students to take all the materials from the unit home at the end of the day and share them with their families.

10TH DAY

MATERIALS SHEET 8 What Risks Did They Take?



10TH DAY

WORK SHEET 8 Important Lessons

Our class has just finished a unit called "Taking Risks." Here are some of the things we discussed and learned. The ones that I think were most important or interesting were (place a check in the box next to the items):

1. Different Kinds of Risks (What is a risk?) ☐
2. What Makes People Take Risks? (The four factors) ☐
3. It's Okay with My Parents (Things I'm allowed to do) ☐
4. Safe or Dangerous? (Risks in everyday life) ☐
5. My Friends and I ("Risky" game) ☐
6. What Will Happen? (Knowing the results of a risk) ☐
7. Hidden Messages (Advertising) ☐
8. Messages That Mean Safety or Danger (Different kinds of messages) ☐
9. Laws That Help People (Laws that prevent risks) ☐
10. What Risks Did They Take? (Guessing what risks people took) ☐

Something that I might do differently because of this unit is _____

_____

_____

_____

10TH DAY

Notes

8a

SCHEDULE: UNIT II (GRADE 5)

First day:	Different Kinds of Risks
Second day:	What Makes People Take Risks?
Third day:	Risks in the Family
Fourth day:	An Adult I Want to Be Like
Fifth day:	Taking Risks with Friends — And How Not to Get Hurt
Sixth day:	How Do I Know Whether to Take a Risk or Not?
Seventh day:	How Ads Get You to Buy Things
Eighth day:	How Ads Get You to Take Risks
Ninth day:	Laws That Affect Everyone and Everything
Tenth day:	Summing Up

1ST DAY

DIFFERENT KINDS OF RISKS

Purpose

To introduce the concept of risk taking and the basic goal of the unit

Objectives

Teacher*

- ☐ Introduce the unit in a way that will interest the students in pursuing the activities.
- ☐ Assess the students' comprehension of the concept of risk taking and the basic goal of the unit through class discussion.

Students**

- ☐ Demonstrate comprehension of the concept of risk taking and the basic goal of the unit through class discussion.

Materials

Copies of the unit theme page (page x) and Work Sheet 9

*This is the teacher's personal objective for each lesson.

**It is understood that the teacher will quantify the student learning objectives in measurable terms that are appropriate to his or her class.

Warm-up (5 minutes)

Ask the students, "Who can give me an example of something dangerous?" Allow time for brainstorming (presentation of numerous ideas without criticism or judgment), and write examples on the chalkboard. Encourage variety in student responses.

Directions for Main Activity

1. (10 minutes)
Explain that the class is starting a unit on taking risks, especially risks that involve some of the dangerous things that students have to learn to deal with as they grow up today. Read aloud or paraphrase the unit theme page (page x). Alternative: Make copies of page x for the entire class, and use it as the subject for a reading lesson. Through class discussion assess the students' comprehension of the concept of risk taking and the basic goal of the unit.

2. (10-15 minutes)
Hand out Work Sheet 9. Explain that the work sheet requires the students to think of different kinds of risks that people take — different categories of risks. Suggest examples, or ask for students to volunteer examples, for each category. The students may complete the work sheet in writing or use it to make notes for discussion, working either individually or in small groups. Allow time for completion of the work sheet and large-group discussion. After explaining that the students will have an opportunity at the end of the unit to share their work with their parents, collect the work sheets and keep them.

Advance Planning (3 minutes)

Ask the students to think about anything that has happened to them during the day and about which they had a choice. Through discussion assess the students' comprehension of the concept of choice. Ask for a few examples of situations in which individual students might have chosen to do something or not do it today. Then ask the students to think about events between now and tomorrow's lesson and to note situations in which they did or did not have a choice.

For Discussion

"What kinds of people take risks?"

1ST DAY

WORK SHEET 9 Different Kinds of Risks

Note your ideas about the different kinds of risks people take.

1. Risks that can hurt the body: _____

2. Risks that can hurt other people: _____

3. Risks involving moving vehicles (bicycles, skateboards, motorcycles, cars, etc.): _____

4. "Good" risks — risks that can lead to something good happening to you or someone else: _____

5. Risks that can lead to your feelings being hurt: _____

2ND DAY

WHAT MAKES PEOPLE TAKE RISKS?

Purpose

To introduce the four influencing factors on which the subsequent activities are based

Objectives

Teacher

- ☐ Encourage the students to think about situations in which they have choices and to consider the factors that influence their choices.

Students

- ☐ Apply the four influencing factors identified in the unit to real-life situations.

Materials

Copies of Work Sheet 10

Warm-up (2 minutes)

Ask the students, "Who *had* to do something today? Anything at all?" Accept three or four responses. Then rephrase the question by saying, "Who *made somebody* in this class do something today, and what was it?" Accept three or four answers. The point should clearly emerge that all of us have to do things every day that we don't want to do and that we have little or no choice about.

Directions for Main Activity

1. (5 minutes)

Explain that you are going to write some words on the chalkboard and that for each group of words you want the students to think about things they have to do in relation to the words. Do they have choices about these things? Use the following phrases, and/or take a few extra minutes to ask the students for additional suggestions.

- ☐ How my room looks
- ☐ What I eat
- ☐ Whether or not I watch television
- ☐ Which television shows I watch
- ☐ Which foods are my favorites
- ☐ Whether or not I brush my teeth in the morning
- ☐ Whether I'm sick or well

2. (10 minutes)

Ask for a volunteer to paraphrase the basic goal of the unit in a few words (see page x) — for example, "People should learn when and why they take risks and when not to take risks." Explain that risk taking is almost always a voluntary action; i.e., people *choose* to take risks. Explain that one of the main purposes of the unit is to provide some understanding about different things in life that "make" people take risks or influence them to take risks. Four main factors have been identified. Write each one on the chalkboard as you introduce it with a brief explanation, as in the following examples:

- ☐ Family. "This is probably the most important for people your age."
- ☐ Friends. "Most people want to be like, or be accepted by, their friends. Often we do things that our friends also do."
- ☐ Advertising. "Advertisements, especially the commercials you see on television, make you want to buy things or do things or behave in certain ways — or even be like the people in the ads."
- ☐ Laws. "We all have to obey the law, so most of us are affected by laws whether we like it or not."

Ask for any questions about the four factors. Discuss.

Give the students an opportunity to suggest other factors that may also be important. Examples: feelings, "myself," religion, television. Make it clear, however, that these four are generally considered the four most important.

3. (10-15 minutes)

Hand out Work Sheet 10. Explain that the work sheet asks the students to think about two things: (1) which factor they would think of most in making a choice about each situation on the work sheet (note the option of "other"); and (2) whether or not the situation involves a risk. The students may complete the work sheet individually or in small groups. Allow time for completion of the work sheet and large-group discussion. Collect the work sheets.

Advance Planning (2 minutes)

Tell the students, "Tomorrow we're going to be talking more about families and how they differ. Between now and then I want you to think about your family and one other family that you know very well. Be prepared to tell the class some things about how your family and this other family are different."

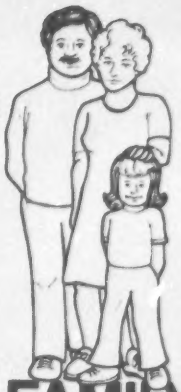
For Discussion

"Who or what do you think has been the most important factor in your idea of what you would like to be or do when you're an adult?"

Notes

2ND DAY

WORK SHEET 10



Influences

Which would you think of most in making a choice about the following situation? Check the box of the most important factor.

In the last column of boxes, write "R" if you think this situation involves a risk or "NR" if you think there is no risk involved.

	FRIENDS	FAMILY	ADVER-TISING	LAWS	OTHER	R or NR
1. Whether to clean my room or not	☐	☐	☐	☐	☐	☐
2. What clothes I wear	☐	☐	☐	☐	☐	☐
3. Whether or not I would steal something from a store	☐	☐	☐	☐	☐	☐
4. Which brand of toothpaste I would buy	☐	☐	☐	☐	☐	☐
5. What I do over the weekend	☐	☐	☐	☐	☐	☐
6. What I do during recess at school	☐	☐	☐	☐	☐	☐
7. Whether or not I would run across the street against a red light with a police officer watching	☐	☐	☐	☐	☐	☐
8. Which people I choose to be friendly with	☐	☐	☐	☐	☐	☐
9. Whether or not I go home on time from playing with my friends	☐	☐	☐	☐	☐	☐
10. Whether or not I would trespass on private property	☐	☐	☐	☐	☐	☐
11. Whether or not I would join my friends in riding their bikes against traffic when I know I should ride in the same direction in which the traffic is moving	☐	☐	☐	☐	☐	☐
12. Which kinds of foods I like to eat	☐	☐	☐	☐	☐	☐

3RD DAY

RISKS IN THE FAMILY

Purpose

To encourage the students to recognize that adult role models and family customs can influence a variety of positive and negative behaviors that may involve risk taking

Objectives

Teacher

- ☐ Lead the students in discussions of family and adult role models without judging or criticizing the students' views and responses to questions.
- ☐ Be sensitive to the need for privacy of students who may not feel comfortable discussing their families or the use of alcohol and/or other drugs in association with families.

Students

- ☐ Analyze different forms of behavior, both positive and negative, within and among families, that may involve risk taking.

Materials

Copies of Materials Sheet 9

Warm-up (3-5 minutes)

Remind the students of yesterday's "Advance Planning" assignment, and ask for student volunteers to tell the class about how their family and another family are different. Encourage nonjudgmental discussion and sharing of family differences.

Directions for Main Activity

1. (10 minutes)

Tell the students, "Yesterday we talked about the importance of our families in determining our habits, the things we like and don't like, and even the risks we take. The family is one of the four important factors that we're going to be talking about during this unit on taking risks. Today we're going to look at different kinds of families, the risks they take, and the ways in which the families are similar and different. But first we're going to talk about some specific risks that you should know about and that we'll be discussing throughout the unit. These are risks that many people your age learn about from their families." Write key words on the chalkboard while continuing the lecturette and discussion. "One risk involves drinking alcoholic beverages — wine, beer, and hard liquor, like whiskey and vodka. Lots of people drink alcoholic beverages without taking any risk at all, but alcoholic beverages can be dangerous. Who knows what some of these dangers are?" Encourage students to give answers that indicate the following:

- ☐ Alcohol drinking can lead to drunkenness, poor health, illness, and diseases. (Clarify these concepts if necessary.)
- ☐ Alcohol drinking in excess can lead to violent behavior and, if the drinker drives an automobile, to traffic accidents and deaths.
- ☐ Alcohol drinking need not be dangerous and can, in fact, be pleasurable if people drink in moderation and "know their limits"; i.e., know how much they can drink without losing control.

Continue the lecturette: "Most people think that alcohol and drugs are two different things, but alcohol is a drug. A drug is any chemical that you take into your body and that will change the way you think or feel. Drug use is another risk that we'll be talking about. Who can give us some examples of drugs?" Encourage students to give a variety of examples, such as:

- ☐ Tobacco
- ☐ Aspirin
- ☐ Prescription medicines
- ☐ Marijuana

Discuss both the positive and negative consequences (risks) of using each drug. For example:

- ☐ Tobacco is a source of pleasure to people who smoke. It is also linked with diseases like lung cancer.
- ☐ Aspirin can relieve pain. Too much aspirin can make people sick.
- ☐ Prescription medicines can cure diseases and illnesses. They can be dangerous unless used under the care of a doctor.
- ☐ Marijuana can have pleasant effects similar to those of alcohol. It can also lead to loss of control, automobile accidents, and possible health hazards.

3RD DAY

Tell the students, "There are many other things that people learn about through their families, like the use of alcohol and other drugs, and that can be either safe or dangerous. For example, most of you have probably ridden in a car with your parents driving. Driving a car can be a dangerous activity, although we usually don't think of it as dangerous. Certain sports that families enjoy involve dangers and risks. Who can think of some?" Encourage students to give answers such as skiing and football.

2. (10-15 minutes)
Hand out Materials Sheet 9, or display it, using a visual aid. Explain that the materials sheet describes four different families and that each family has some habits or customs that may or may not involve risks. Tell the students, "I want you to take some time to get to know these families by reading the descriptions of them and thinking about the things they do that may or may not involve risks. Ask yourselves the following questions:

- ☐ What risks do these families take?
- ☐ What things do they do that may or may not be risky?
- ☐ What would make the difference between whether or not the things they do would lead to any family member's being hurt?
- ☐ Which family do you think takes the greatest risks?"

Write the questions on the chalkboard if necessary. Allow time for the students to read the descriptions of the four families, working individually in the large group, or in small groups. Discuss in the large group.

Advance Planning (1 minute)

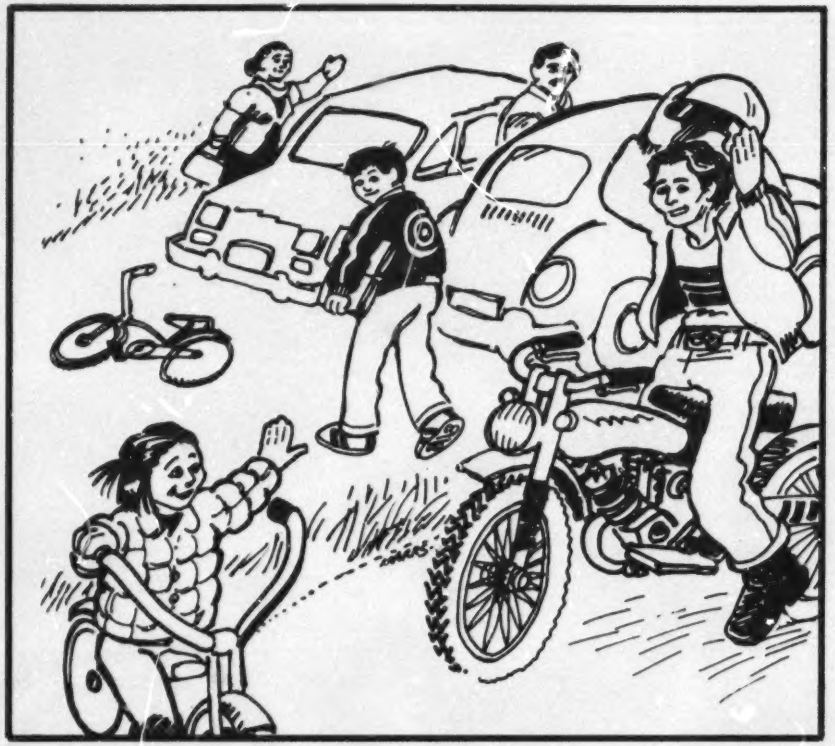
Tell the students, "Tomorrow we're going to talk some more about how young people learn from observing the behavior of adults. Between now and tomorrow's lesson, think about an adult whom you would want to be like. What are the things that make you want to be like this person?"

For Discussion

"In the last 15 years more and more information about the dangers of smoking has been made public. Among men and women over 25, there has been a decline in the number of smokers. But the number of teenage smokers continues to grow. Why do you think this is so?"

3RD DAY

MATERIALS SHEET 9 Four Families

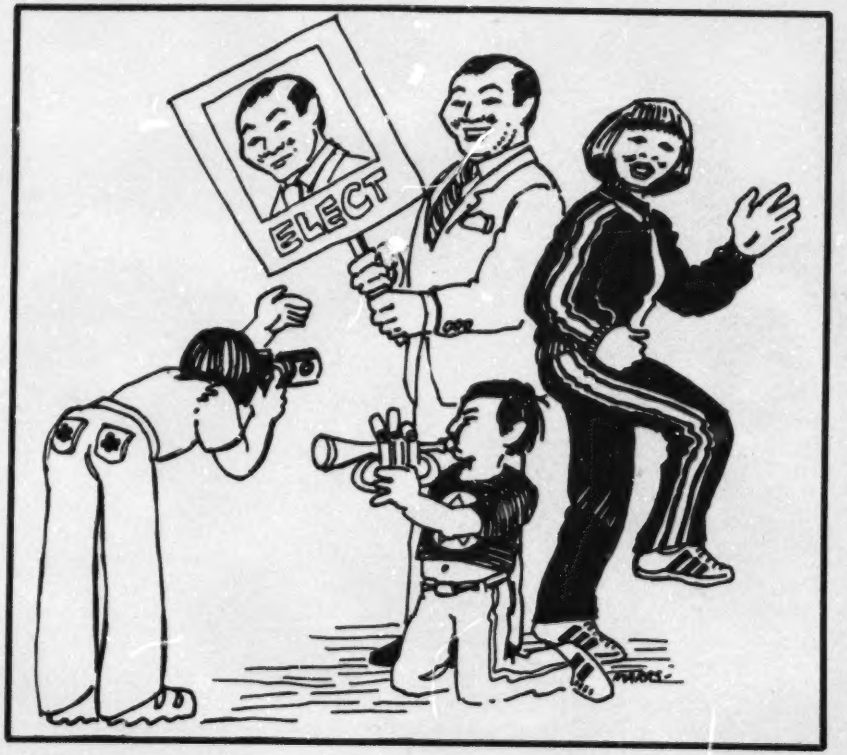


The mother and father each drive cars. An 18-year-old son drives a motorcycle. An 8-year-old girl and a 10-year-old boy ride bicycles. The teenage son plays on his high school football team.

The mother and father frequently like to drink all kinds of alcoholic beverages. They also smoke cigarettes. All the family members love desserts, sweets, and soft drinks, which they buy in huge quantities. The family hardly ever eats a balanced meal — their diet consists mainly of pizzas, sweets, and soft drinks.

MATERIALS SHEET 9 Four Families (continued)

The family loves to do things in the outdoors. Together they go river rafting, mountain climbing, skiing, water skiing, and hiking on long trips in the wilderness, miles from civilization.



Everyone in the family loves to be a winner. The father ran for the city council against very stiff competition and won. He may run for mayor. The mother runs 8 miles a day and is in training to run a long race in which very few women ever run. The 10-year-old girl has entered a photography contest, and the 8-year-old boy is trying out for the school band.

4TH DAY

AN ADULT I WANT TO BE LIKE

Purpose

To help students recognize the extent to which adults influence the behavior of children

Teacher

- ☐ Foster an open and honest discussion of what kinds of adults the students admire and respect.

Students

- ☐ Describe the qualities in adults that they respect or admire, and discuss the connection between these qualities and the kinds of behavior that they value in themselves now or want for themselves in the future.

Materials

Copies of Work Sheet 11

Warm-up (3 minutes)

Ask the students, "Who in this class saw somebody do something recently that he or she thought was really great/admirable/terrific/neat/cool? Anything at all?" Allow time for the students to respond. *Discourage negative judgments or put-downs* — an important factor throughout this lesson.

Directions for Main Activity

1. (5 minutes)
Tell the students, "The chances are, as we saw yesterday, that you're already learning a great deal about health and safety in your own homes — mainly from your parents — without even thinking about it. You learn things from adults all the time just by observing their behavior. Sometimes adults you know do things you admire a lot, and sometimes they don't. Maybe there are people who aren't in your immediate family whom you admire — for example, somebody you saw in a movie or TV show, or someone you read about in a book. I'm going to hand out a work sheet that will give you a chance to think about the people you admire in ways that you probably haven't considered before. Before you look at the work sheet, who wants to tell us about someone he or she admires?" Call on a few volunteers for responses to the question. Then hand out Work Sheet 11. Assess the students' comprehension of the task through discussion.

2. (10 minutes)
Allow time for the students to complete Work Sheet 11. Move around the room, and provide assistance where needed.

3. (10 minutes)
Ask for volunteers to share their responses to the work sheet. After several responses have been shared, collect the work sheets.

For Discussion

"Who controls what kind of person you grow up to be?"

WORK SHEET 11 An Adult I Want to Be Like

Three things I admire about this adult are:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

I think that three of the things that make him or her the way he or she is are:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

The adult I admire does/does not (cross out one) take risks very often; when he or she takes risks, they usually are things like:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

I think that from this adult's example I have learned _____

_____

_____

5TH DAY

TAKING RISKS WITH FRIENDS — AND HOW NOT TO GET HURT

Purposes

To examine peer-oriented risk taking that involves vehicles, traffic safety, and potentially dangerous sports and to enhance the students' awareness of sensible ways of avoiding serious risks

Objectives

Teacher

- ☐ Emphasize principles of basic safety in relation to the activities and hazardous situations under discussion.
- ☐ Emphasize that doing things with friends can make people take greater risks than they might take on their own.

Students

- ☐ Analyze peer-oriented situations involving vehicles, traffic safety, and potentially dangerous sports; and describe basic safety measures relevant to these situations.

Materials

Copies of Materials Sheet 10, Work Sheet 12, scissors, and paste

Warm-up (3-5 minutes)

Explain that today's activities will focus on safety measures that people can take in dangerous or high-risk situations, usually situations in which the students might be involved with their friends. "To start us thinking about these safety measures, we're going to play a game. I'm going to read a sentence two times. After I read, raise your hand if you can think of a way of completing the sentence so that it says something about safety measures you can take in dangerous situations." Use the following sentence as an example: "Because Mary was just learning how to ride a bike, she decided not to go with the other kids to ride their bikes on a _____." Tell the students, " 'Steep hill' could be one answer. Can anyone think of another?" Repeat this procedure with the following sentences:

- ☐ While playing with her friends, Barbara started to chase the ball that rolled into the street, but first she _____. (Example: Stopped at the curb and looked to see if there were any cars coming.)
- ☐ Gary decided not to ride his bike at night with the other boys until he could buy some _____. (Example: Reflectors for the pedals and fenders.)
- ☐ Betsy's friends wanted to borrow the bat and ball they found in the school yard, but Betsy said they should first _____. (Example: Ask to whom the bat and ball belonged.)
- ☐ Jim decided not to ride his motorcycle without his _____, even though all his friends told him he was "chicken." (Example: Helmet.)
- ☐ There was a lot of heavy traffic on the street, and Frank decided to cross at the _____, even though his friends ran across in the middle of the block. (Example: WALK signal.)
- ☐ Duane's older brother had drunk several beers, so Duane said that he would prefer to _____ home. (Example: Walk.)

Directions for Main Activity

1. (15 minutes)
Hand out Materials Sheet 10, Work Sheet 12, scissors, and paste. Explain that the purpose of the work sheet is to help the students examine some of the risks involved in common activities they often share with friends and to suggest some safety measures they can take in these and similar risky situations. Read aloud all the instructions on the materials sheet, and through discussion assess the students' comprehension of the task. The students may complete the work sheet in writing or use it to make notes for discussion, working either individually or in small groups.

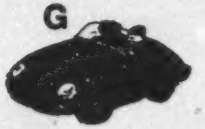
2. (5-7 minutes)
After all the students have completed the work sheet, ask for volunteers to share their responses. Ask for suggestions about other high-risk situations that are not pictured on the materials sheet. After the discussion collect the work sheets and other materials.

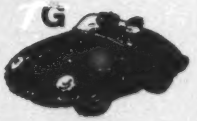
For Discussion

"People often try to show their friends that they're important by doing something risky or dangerous. What are some other ways of showing the rest of the group how important you are?"

5TH DAY

MATERIALS SHEET 10 Taking Risks with Friends





109111

5TH DAY

WORK SHEET 12 Safety Measures

Cut out the pictures from Materials Sheet 10 that you think are best suited to Categories A and B on this work sheet. Paste the pictures in the boxes where you think they belong, and then complete the statements next to the pictures. If you think that a particular object **should** have been included on Materials Sheet 10, either draw it in the box where you think it belongs, or write a few words describing it.

A. The three pictures that represent the three riskiest things on Materials Sheet 10:

One safety measure that everyone should know about before doing this:_____	One safety measure that everyone should know about before doing this:_____	One safety measure that everyone should know about before doing this:_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. The picture that represents the riskiest thing that I usually do with my friends:

	One safety measure that everyone should know about before doing this:_____
	_____
	_____
	_____

110201

Notes

6TH DAY

HOW DO I KNOW WHETHER TO TAKE A RISK OR NOT?

Purpose

To provide the students with a process for examining the consequences of risk taking and deciding whether to take a risk or not

Objectives

Teacher

☐ Encourage critical thinking during decision-making exercises without attempting to influence the students' decisions.

Students

☐ Apply the steps of the decision-making process described in the lesson to one or more situations that involve risks.

Materials

Copies of Work Sheet 13

Warm-up (5 minutes)

Ask the students, "After five days of learning about risk taking in class, what do you think you've learned about risks and the things that make you take risks?" Either conduct a discussion or use the questions as the topic for a brief written quiz. Encourage the students to review what they've learned.

Directions for Main Activity

1. (10 minutes)

Tell the students, "We've focused so far on two of the factors that often make people take risks — or keep them from taking risks. The first factor was the family, and the second was friends. Knowing that your family and your friends are an important part of your reasons for doing some of the things you do can help you understand yourself better. You also need to know when something actually is a risk, and we've talked about that too. Today we're going to look at some things you can do when you're trying to decide whether or not to do something that might be risky.

"If we could all predict the future, we would always know the right thing to do, because we'd know exactly what would happen. But no one can ever be sure what will happen when he or she makes a decision. That's why it's important for people to have some way of thinking about what *might* happen ahead of time — to think about the possible consequences. I'm going to write on the board (or display) six questions that you can ask yourself before you make a decision about taking a risk. These questions might help you to predict the consequences just a little bit. Of course, there's no certain way of predicting consequences, but if you answer these questions, you will have given your decision a great deal of thought, and maybe you'll make a better decision because of it."

Write the following decision-making outline on the chalkboard, or display it by using a visual aid:

What Will Happen?

Situation:

1. What could make it dangerous?
2. What else do I need (to know)? Do I have it (know it)?
3. What could happen if I do it?
4. What could happen if I don't do it?
5. Who else do I need to talk with or think about before I decide?
6. Will I do it?

Illustrate with an example such as the following:

Situation: Riding a skateboard — should I do it?

1. *What could make it dangerous?* Riding on steep hills. Falling off. Bumping into something.
2. *What else do I need to know?* If I don't know how to ride one, I should find out the safest way to learn.
   Do I know it? No. I've never been on a skateboard in my life.
   What else do I need? A skateboard, even if it's just a friend's on loan.
   Do I have it? I can get one, but I'll have to talk with my parents about it first.
3. *What could happen if I do it?* I could learn how, and everything would be okay. I could also get hurt.
4. *What could happen if I don't do it?* I'd miss out on the fun of riding a skateboard, but I wouldn't get hurt. If my friends knew I decided not to try it, they might say I was chicken.
5. *Who else do I need to talk with or think about before I decide?* I'd have to talk with my parents because they'd probably be upset if they knew I tried skateboarding without asking them.
6. *Will I do it?* If my parents let me.

Allow time for discussion.

2. (15 minutes)

Hand out Work Sheet 13. Explain that the work sheet contains the same questions as the ones in the example just discussed. Tell the students to think about a specific situation with which they would like to "practice" making a decision. If students have trouble thinking of situations, offer the following:

- ☐ I'd like to pick a beautiful apple way up in a tree in my backyard. Should I climb the tree and pick it?
- ☐ I'd like to ride my bicycle down the steepest hill in town. Should I do it?
- ☐ My older brother offered me a can of beer. Should I take it?
- ☐ Some sixth-graders told me I could go with them behind the school building at lunchtime and smoke cigarettes. Should I do it?

The students may complete the work sheet in writing or use it to make notes for discussion, working either individually or in small groups. Allow time for completion of the work sheets and sharing in the large group. Collect the work sheets.

Advance Planning (2 minutes)

Tell the students, "Tomorrow we're going to examine how advertising can make us do things and behave in certain ways." Through discussion assess the students' comprehension of the concept of advertising. Tell the students, "Between now and tomorrow's lesson, look for as many different places as you can find where advertisements are normally seen. Be prepared to share your findings with the class and to give specific examples."

For Discussion

"If people don't use the kind of decision-making process we practiced during this lesson, how else can they learn to make sensible decisions about whether or not to take risks?"

6TH DAY

WORK SHEET 13 What Will Happen?

Situation: _____

_____

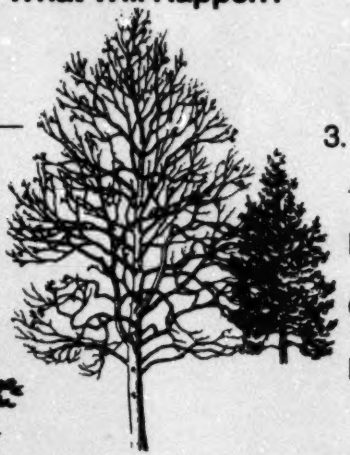
_____

_____

_____

_____

_____



3. What could happen if I do it?

A. _____

B. _____

C. _____

D. _____

1. What could make it dangerous?

_____

_____

_____

_____

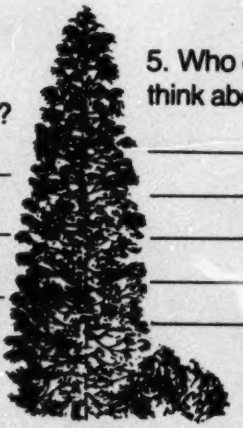
4. What could happen if I don't do it?

A. _____

B. _____

C. _____

D. _____



5. Who else do I need to talk with or think about before I decide?

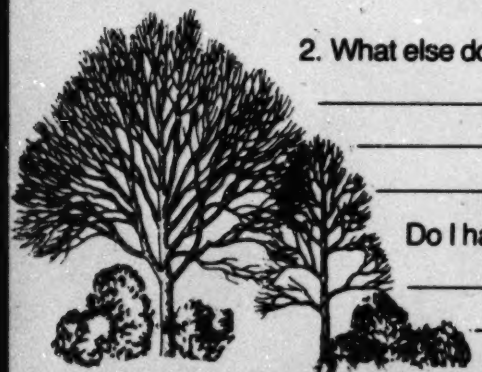
_____

_____

_____

_____

_____



2. What else do I need (to know)? _____

_____

_____

_____

Do I have it (know it)? _____

_____

_____

6. Will I do it? _____

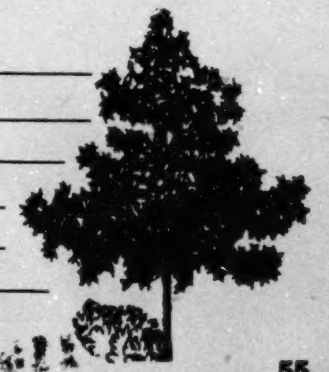
_____

_____

_____

_____

_____



7TH DAY

HOW ADS GET YOU TO BUY THINGS

Purpose

To provide the students with specific ways of developing a greater sensitivity to the role of advertising in our society

Objectives

Teacher

- ☐ Facilitate an examination of advertising techniques that will support inquiry and discovery rather than judgment.

Students

- ☐ Examine and define advertising techniques that play on people's needs and/or lack of self-confidence.

Materials

Copies of Materials Sheet 11 and Work Sheets 14 and 15

Warm-up (3 minutes)

Ask for a volunteer to repeat yesterday's "Advance Planning" assignment. Then ask for volunteers to tell the class about different kinds of advertisements they have seen and the different media or formats in which they appeared. Examples of media and formats: magazine advertisements, billboards, radio and television advertisements, mail order advertisements.

Directions for Main Activity

1. (5 minutes)
Ask the students to brainstorm different kinds of emotions. (That is, tell the students to say as many things as they can think of; judgment about right or wrong answers is not allowed.) List the brainstormed items on the chalkboard, and, when the students appear to have run out of ideas, allow time for a brief discussion of what the words on the board mean.

2. (3 minutes)
Hand out Materials Sheet 11 (or display it) and Work Sheet 14. Explain that the materials sheet contains mock advertisements that illustrate common advertising techniques, including the use of pictures or messages that are designed to play on people's emotions. Stress that frequently the emotions advertisements play on are envy, greed, jealousy, lack of self-confidence, and the desire to be accepted by others. Assess the students' comprehension of these concepts through discussion. Indicating the example on the materials sheet and the corresponding space on the work sheet, ask which emotion or emotions the students think the advertisement in the example plays on. Encourage a variety of suggestions. Some possibilities: greed, envy, jealousy, insecurity. Ask for responses to the second column on the work sheet. "This advertisement seems to be saying that if you buy the car, you will be as rich as the person who owns the big house; . . . be very successful; . . . be very rich."

3. (20-25 minutes)
Allow time for the students to complete Work Sheet 14. The students may complete the work sheet in writing or use it to make notes for discussion, working either individually or in small groups. Allow time for large-group discussion. Collect the materials.

Advance Planning (5 minutes)

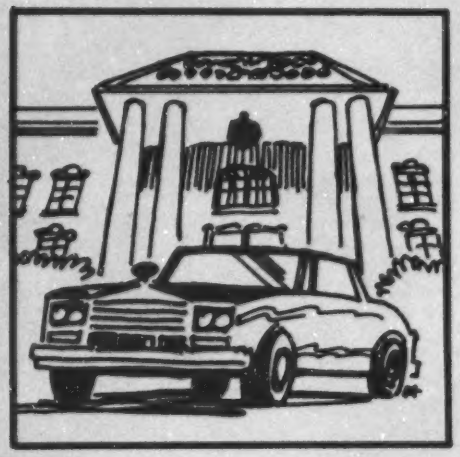
Hand out Work Sheet 15. Tell the students, "Your assignment for tomorrow is to examine at least two different food products that are commonly advertised and, using this work sheet, to list exactly what the products contain and why you think the products are good or bad for people's health. The best place to do this would be in a supermarket, where you will find a wide variety of products." Assess the students' comprehension of the task through discussion. Note: Encourage the students to think critically about the harmful effects of excessive sugar, fats, oils, etc., and the need for a balanced diet.

For Discussion

"We've been talking today about some of the negative things that advertising can do. What are some of the good effects of advertising?"

7TH DAY

MATERIALS SHEET 11 Common Advertising Techniques



"Silverbird — if you can afford the very best."

"Bill Bull of the Centerville Tigers opens his mouth for Super Strong."

"The 'in' crowd rolls on General skateboards."

"Janie Superstar brushes with Shiny-white."

"Addendas running shoes. It pays to spend a great deal more."

"Schlocko Brandy — only for the most intelligent."

"Whenever she's worried, she uses Wonderpill. Another miracle for modern living from General Drugs."

7TH DAY

WORK SHEET 14 How Ads Get You to Buy Things

A.

B.

C.

D.

E.

F.

G.

Emotions this advertisement play on	This advertisement seems to be saying that . . .

CT1
124

7TH DAY

WORK SHEET 15 What's Really in It? (Advertising and Nutrition)

Find two food products that you have seen advertised, one for Category A and one for Category B. The ingredients of each product are listed somewhere on the package or can. For each product (1) write down the ingredients exactly as they are listed; (2) write a few words saying what you think the advertisement for the product tells you about it; (3) write why you think the product would or would not be good for people's health.

Product A

A product that I think would be **good** for people's health:

2. What the advertisement tells you: _____

_____

3. Why the product would be good for people's health: _____

_____

_____

Product B

A product that I think would be **bad** for people's health:

2. What the advertisement tells you: _____

_____

3. Why the product would be bad for people's health: _____

_____

_____

7TH DAY

Notes

8TH DAY

HOW ADS GET YOU TO TAKE RISKS

Purpose

To build on the awareness of advertising developed in the seventh day's lesson by encouraging the students to make specific associations between advertising techniques and risk-taking behavior

Objectives

Teacher

- ☐ Emphasize the power of advertising in influencing people's behavior, including risk taking; and stress poor nutrition as one risk to which advertising can contribute.

Students

- ☐ Examine advertisements that both encourage and discourage good nutrition and other practices that relate to health and safety.

Materials

Copies of Work Sheet 15 (from yesterday's "Advance Planning"assignment) — Optional: advertisements from magazines or newspapers

Warm-up (3 minutes)

Tell the students, "We've been talking a lot about how advertising is a powerful factor affecting what we do and what we buy. Maybe you don't believe this is true. Let's play a quick game to see how aware you are of advertising. I'm going to name several different kinds of products that are commonly advertised. For each kind of product, I want you to think of a specific brand name and an advertising jingle, slogan, or famous person that the advertiser uses to get you to remember the product." Suggested categories: toothpaste, cereal, automobile, over-the-counter medicine, deodorant, wine, beer.

Directions for Main Activity

1. (15-20 minutes)
Facilitate a discussion of good and bad nutrition by asking for volunteers to share the results of yesterday's "Advance Planning" assignment. During the discussion emphasize the harmful role that sugar and fats, for example, play in the American diet. Also emphasize that lists of ingredients always begin with the items that are included in the greatest quantities. Emphasize that advertisements often attempt to sell positive and healthful products as well. After the discussion collect the work sheets.

2. (10-15 minutes)
Tell the students, "We've been talking today and we talked yesterday about the effects of advertising, but we haven't said much about risks. What do you think is the connection between advertising, the ads for food products that we've been talking about, and risk taking?" Encourage students to give answers indicating that nutrition is an important aspect of personal health and that poor nutrition involves significant health risks. Tell the students, "Often advertisements encourage us to take many other kinds of risks as well. Who can think of some examples?" Examples: advertisements for alcoholic beverages, over-the-counter medicines, overpowered cars, cigarettes. List these examples on the chalkboard. For each one list a safe, or positive, association and a negative, or risky, association. Encourage a discussion of specific advertisements that "sell" these products. Alternative: Refer to examples of advertisements for such products in magazines and newspapers scanned in advance of the class.

Advance Planning (2 minutes)

Tell the students, "Tomorrow we'll discuss the fourth factor that we said is important in affecting what people do and whether or not they take risks. This factor is the law. Who can give us examples of laws?" Accept simply worded answers. Tell the students, "Between now and tomorrow I want you to think of at least two situations in which a law has had an effect on something you've done or some part of your life."

For Discussion

"What do you think the world would be like if there weren't any advertisements?"

Notes

9TH DAY

LAWS THAT AFFECT EVERYONE AND EVERYTHING

Purpose

To encourage an awareness of laws that affect many different aspects of everyday life

Objectives

Teacher

- ☐ Teach about laws without preaching about them.
- ☐ Emphasize that even though the students may not be aware of it, laws influence their normal everyday activities in many different ways.

Students

- ☐ Describe several different categories of laws that protect society and individuals from the harmful effects of things and people.

Materials

Copies of Materials Sheet 12, Work Sheet 16, scissors, and paste

Warm-up (3-5 minutes)

Ask for volunteers to share their thoughts in relation to yesterday's "Advance Planning" assignment. Foster responses, if necessary, by suggesting categories of laws such as traffic safety laws, laws governing health, and laws affecting property. After the students have described a few situations in which they were affected by laws, tell the class, "Our entire society is governed by laws. There are laws that affect almost everything we do. During this lesson we're going to take a closer look at all the different kinds of laws that affect our lives."

Directions for Main Activity

1. (5 minutes)
Divide the class into groups of three. Note: The students may also work individually; however, this activity lends itself to small-group discussion. Tell the students, "I'm going to hand out a sheet that has 20 different laws written on it. These laws are written in simple language. In a law book they might be written in such complicated language that most of you would have trouble understanding them. But these *are* laws, and everyone has to obey them." Hand out Materials Sheet 12, Work Sheet 16, scissors, and paste. Read the laws aloud, or ask students to read them. Through discussion assess the students' comprehension of the laws.

2. (20 minutes)
Read the instructions on Work Sheet 16 aloud, or have students read them. Through discussion assess the students' comprehension of the task. While the students are working or engaged in small-group discussion, move around the room, spot-checking their work and providing help where needed. Allow time for everyone to complete the work sheet.

3. (5-10 minutes)
When the students have completed the work sheets, ask for volunteers to share their responses. In the case of small groups working together, ask for one spokesperson to tell the class about the group's conclusion. Determine the consensus of the entire class for each category on the work sheet. At the end of the discussion, collect all the materials.

For Discussion

"If there were one law that you could change, what would it be? Why would you want to change it? What do you think would be the consequences for society if you had your way?"

9TH DAY

MATERIALS SHEET 12 Common Laws

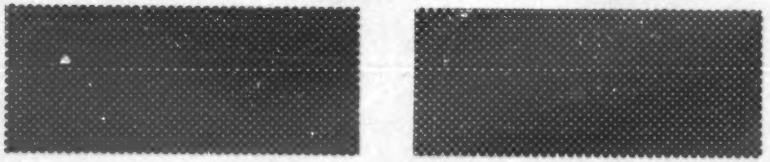
You have to be 16 to drive.	No drugs may be sold without permission of the Food and Drug Administration.	All drivers of automobiles and motorcycles must have a driver's license.	In certain neighborhoods only one family can live in each house.
Stealing is against the law.	Everyone must pay income taxes.	No one may trespass on private property.	Bicycles should be driven in the same direction in which the traffic moves.
No one under 21 may buy alcoholic beverages.	All school buildings must meet the earthquake safety code.	All bicycles must be equipped with front and rear reflectors.	All students in California schools must have instruction about alcohol, other drugs, safety, and health.
The speed limit on freeways is 55 miles per hour.	All children under 16 must attend school.	Certain drugs may not be purchased without a doctor's prescription.	No one under 18 is allowed into certain movies unless accompanied by an adult.
Smoking is not allowed in public buildings in many cities.	Cigarettes may not be advertised on television.	Driving under the influence of alcohol is against the law.	Automobiles must be equipped with working lights, windshield wipers, and horns.

9TH DAY

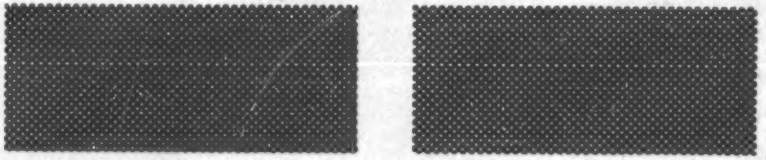
WORK SHEET 16 Laws That Affect Everyone and Everything

After thinking about all of the laws on Materials Sheet 12, cut out the laws that you think belong in the following categories (A through F), and paste them in the corresponding spaces on this work sheet. (If you want to use the same law more than once, write it on another piece of paper, and paste in the space.) Be prepared to explain why you made these choices.

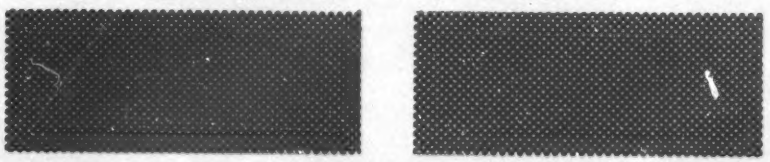
A In the spaces below paste the two laws that most affect **you** every day.



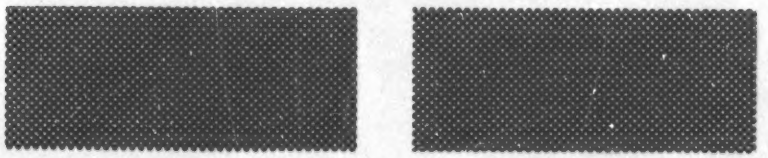
B In the spaces below paste the two laws that most affect **your parents** every day.



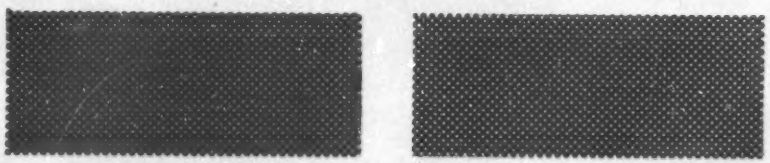
C In the spaces below paste the two laws that you think are the most important in protecting people's **health**.



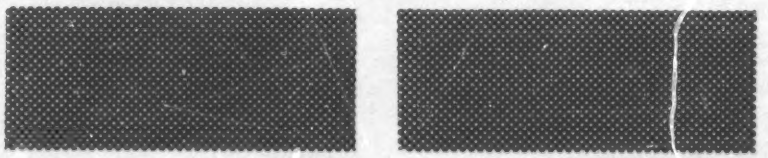
D In the spaces below paste the two laws that you think are the most important in protecting **property**.



E In the spaces below paste the two laws that you think are the most important in protecting people against serious **risks**.



F In the spaces below paste the two laws that you think are the most important in ensuring **traffic safety**.



10TH DAY

SUMMING UP

Purpose

To review the main concepts of the unit and to practice effective decision making in relation to risk situations

Objectives

Teacher

- ☐ Try to assess the strengths and weaknesses of his or her teaching of the unit as reflected in the students' responses to today's lesson.
- ☐ Facilitate a comprehensive summary of the unit's contents through class discussion.

Students

- ☐ Demonstrate comprehension of the unit goal (page x), the basic contents of the unit, and the application of effective decision-making steps to risk situations.

Materials

Copies of Materials Sheet 13/Work Sheet 17 and Work Sheet 18

Warm-up (3 minutes)

Remind the students of the unit goal (page x), and ask for volunteers to state the goal in their own words. If necessary, read the goal aloud, and discuss the extent to which the students think what they have learned in the unit has or has not helped them to achieve the goal.

Directions for Main Activity

1. (5 minutes)
Remind the students of the four influencing factors introduced during the second day's lesson. Ask the students, "Which of these factors do you think has been the most important in determining the following:

- ☐ How well you are doing in school
- ☐ Whether you are a good athlete or not
- ☐ Whether you like to take dangerous risks

2. (20-25 minutes)
Hand out Materials Sheet 13/Work Sheet 17 (or display it). Explain that the sheet contains descriptions of four different situations involving various kinds of risks. Assess the students' comprehension of the situations through oral reading and discussion. Read, or have students read, the instructions. Assess the students' comprehension of the task through discussion. The students may complete the work sheet in writing or use it to make notes for discussion, working either individually or in small groups. Allow time for completion of the work sheet and discussion.

3. (10 minutes)
Return all the materials collected from the students during the unit. Hand out Work Sheet 18. Explain that the work sheet offers the students an opportunity to remind themselves and to inform their families about the things they learned during the unit. Allow time for filling out the work sheet. Encourage the students to take all the materials from the unit home at the end of the day and share them with their families.

10TH DAY

MATERIALS SHEET 13/WORK SHEET 17 What Is the Risk?

Each situation has four questions. Answer each question.

What is the risk?

What do you think the possible consequences are?

After applying the decision-making steps in Lesson 6, what course of action would you choose?

Which of the four influencing factors discussed in this unit do you think would be the most important to you in this situation and why?

A. Family B. Friends C. Advertising
D. Laws E. Other

Mary was 12 years old and had always been afraid of great heights. One day she and a group of friends were hiking in the woods. They went up to the top of a very high hill where they'd never been before. Suddenly the trail they were on came to an end at the edge of a steep cliff. About 4 feet away from them was another cliff. One of the group said that she would try jumping across. She easily completed a running jump. So did all the others. Finally it was Mary's turn. Mary looked down over the side of the cliff and got a little dizzy — the ground seemed so far away! If you were Mary, what would you do?

What is the risk?

What do you think the possible consequences are?

After applying the decision-making steps in Lesson 6, what course of action would you choose?

Which of the four influencing factors discussed in this unit do you think would be the most important to you in this situation and why?

A. Family B. Friends C. Advertising
D. Laws E. Other

Frank was 15 years old and had never smoked cigarettes. In fact, he hated the smell of cigarette smoke. One Saturday he went to a party with most of his friends and, to his surprise, all the other kids were smoking cigarettes. Suddenly he wondered if maybe cigarettes weren't so bad after all. The smoke even started to smell good. One of the other kids offered him a cigarette, and he started to say no. But then he thought about how smoking cigarettes made the kids look older and how they resembled people he'd seen in cigarette ads smoking cigarettes out in the country, looking perfectly healthy and okay. If you were Frank, what would you do?

What is the risk?

What do you think the possible consequences are?

After applying the decision-making steps in Lesson 6, what course of action would you choose?

Which of the four influencing factors discussed in this unit do you think would be the most important to you in this situation and why?

A. Family B. Friends C. Advertising
D. Laws E. Other

Jim had just moved to a new town. One day while he was walking around in his neighborhood he met a group of other kids whom he wanted to be friendly with. They asked him where he lived and whether he would like to join their club. Jim said, "Sure." They said he would have to do something to prove that he was brave enough to join the club. He would have a choice of two things, the leader of the group told him. Either he would have to run into the street in front of an approaching car when they told him to, or he would have to go into a grocery store and steal enough candy for all of the group to eat. If you were Jim, what would you do?

What is the risk?

What do you think the possible consequences are?

After applying the decision-making steps in Lesson 6, what course of action would you choose?

Which of the four influencing factors discussed in this unit do you think would be the most important to you in this situation and why?

A. Family B. Friends C. Advertising
D. Laws E. Other

Sue had entered a contest sponsored by the local YMCA to raise money for handicapped children. The contest offered $100 to whoever could answer a series of questions about history, geography, spelling, and math. Sue had always been pretty good in school, so she entered the contest. Toward the end of the contest, there were only two people left who hadn't yet answered a question incorrectly, Sue and a boy. The manager of the contest explained that they could either split the $100 prize or go on to the most difficult question of all and risk not winning anything at all. If you were Sue, what would you do?

10TH DAY

WORK SHEET 18 Important Lessons

Our class has just finished a unit called "Taking Risks." Here are some of the things we discussed and learned about in class. Place a check in the boxes that correspond to the things that you think were most important or interesting.

- Different Kinds of Risks (What is a risk?) ☐
- What Makes People Take Risks (The four factors) ☐
- Risks in the Family (Risks that adults take) ☐
- An Adult I Want to Be Like ☐
- Taking Risks with Friends — And How Not to Get Hurt (Safety measures) ☐
- How Do I Know Whether to Take a Risk or Not? (Steps for decision making) ☐
- How Ads Get You to Buy Things (Ads that play on people's emotions) ☐
- How Ads Get You to Take Risks (Products that may be dangerous) ☐
- Laws That Affect Everyone and Everything (Different kinds of laws) ☐
- Summing Up (The unit in review) ☐

Something I might do differently because of this unit is _____

_____

_____

_____

_____

_____

_____

_____

78-116 03-0816 300 11-79 10M